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ABSTRACT

This instructional resource, for grades 7-10, includes a collection of 10 plays with related learning activities. Units of study include: (1) "Alexander the Great and the Greeks"; (2) "The Black Death and the End of the Middle Ages"; (3) "Robert Clive and Imperialism"; (4) "Christopher Columbus and the Age of Exploration"; (5) "Fall of the Bastille and the French Revolution"; (6) "Napoleon and the French Empire"; (7) "Lenin & Trotsky and the Rise of Communism"; (8) "Giuseppe Garibaldi and Nationalism"; (9) "Hitler and the Rise of Fascism"; and (10) "Winston Churchill and World War II." Each unit includes introductory background information, a play for class participation, a study guide, and a time line. Reproducible activity and worksheets provide word scramble and/or crossword puzzles and student quizzes. (MM)

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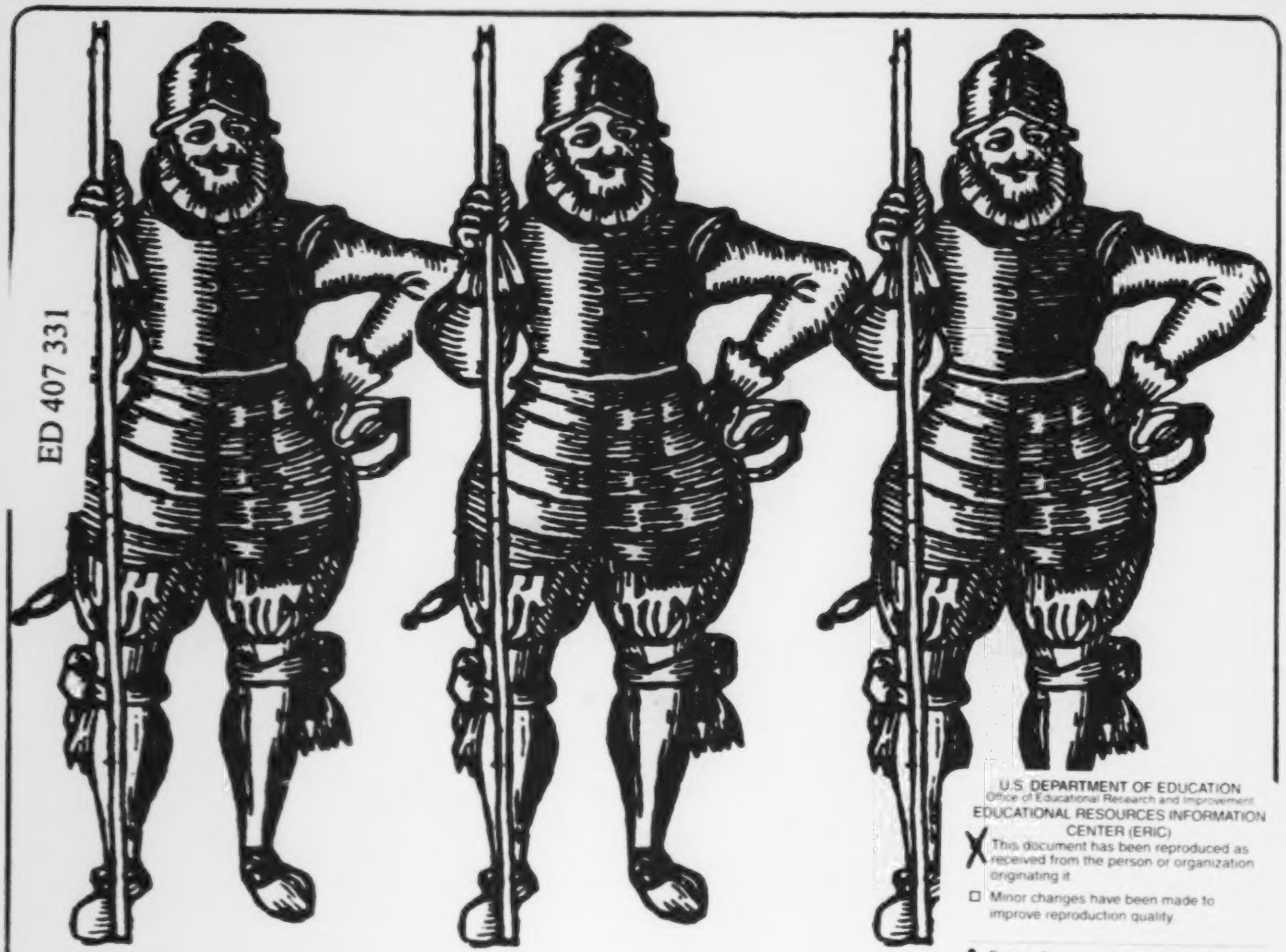

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WORLD HISTORY PLAYS, PUZZLES AND ACTIVITIES

by Lawrence Stevens

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Alexander the Great and the Greeks

Plays, Puzzles and Activities
About
World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201

Alexander the Great

Teacher's Guide

INTRODUCTION

Alexander is one of the more perplexing persons in history. His military brilliance is unquestioned; however, his incessant drive for conquest is little understood. His life is filled with contradictions. While creating Alexandria and spreading Greek culture, he filled his life with intrigue and murder. The play in this unit describes some of these events and the motives behind them.

The play activities and crossword puzzle may be reproduced for classroom use. Two of the activities reinforce vocabulary and facts. The third activity requires the students to evaluate the personal characteristics of Alexander. There is also a study guide and a test.

CHARACTERS

There are 18 parts in this play. The number in parentheses indicates the number of speaking lines.

First-Narrator (36)
Olympias (48): Alexander's mother.
Alexander (101): The military leader who expanded the Greek Empire.
Second Narrator (34)
Philip (19): Alexander's father.
Marsyas (4): Friend of Alexander.
Ptolemy (3): Friend of Alexander.
Aristotle (42): Alexander's teacher.
Attalus (9): A Macedonian nobleman.
Permenion (4): A Macedonian general.
Antipater (72): Close friend of Alexander.
Pausinius (10): Friend of Alexander.
First Soldier (23)
Second Soldier (21)
Third Soldier (17)
Cebalinus (16): A Macedonian nobleman.
Philotus (15): Permenion's son.
Coenus (7): A Macedonian general.

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Study Guide
Test
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Activity 2: Evaluation of Alexander's Personal Traits
Activity 3: Vocabulary Exercise
Crossword Puzzle

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ANSWERS

Study Guide

1. Unite Greece and invade Persia; 2. Because they were afraid he might replace Alexander with another heir; 3. Because they believed he was not acting like a Greek; 4. They did not want to continue to fight; 5. Because Alexander considered himself a god and a threat to his friends; 6. 33; 7. Asia Minor, Egypt, Persia; 8. Into the League of Corinth; 9. Democracy.

Test

1. Philip; 2. Olympia; 3. Darius; 4. He was afraid that he should be replaced as heir; 5. Eight; 6. A Persian ruler; 7. City states; 8. Corinth; 9. Egypt; 10. Because he believed himself a god and was a threat to his Greek friends; 11. Because they refused to continue fighting farther and farther from home; 12. Thebes, Athens, Sparta, Corinth; 13. Aristotle; 14. Democracy; 15. He taught them the idea of empire.

Activity 1

PEOPLE: 1. Olympias; 2. Darius; 3. Philip; 4. Aristotle; 5. Plato. PLACES: 1. Persia; 2. Egypt; 3. Macedonia; 4. Athens; 5. Peloponnesus; 6. Babylon; 7. Euphrates; 8. Corinth.

Activity 2

Answers will vary.

Activity 3

1. Barbarism, civilization; 2. Assassination; 3. Mercenaries; 4. Satraps; 5. Conspiracies; 6. League.

Crossword Answers

Across: 3. Europe 6. philosophy 9. Greeks 11. barbarian 12. Athens 13. dome 14. deified 15. B.C. 18. Aristotle 20. plot 21. culture 22. Olympics.

Down: 1. politics 2. Alexander 4. roar 5. potential 6. Persia 7. harem 8. civilization 9. Greece 10. see 16. conquer 17. sulked 19. betray.

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The Greek World

The first group of people to become well known in the history of Europe was the Greeks. Between 900 and 500 B.C., they went from illiteracy to the heights of philosophy and writing. They studied math and absorbed art from various cultures. They were the first to think about political freedom.

The Greeks formed tiny city states. These were independent and often fought with one another. Athens, Sparta, and Corinth were such city states. Some of the city states were democratic. All of the native born males came together to elect their leaders and decide on the important problems of the day.

The fighting among the city states was very harmful to the Greeks. Greek philosophers proposed that the Greeks unite by fighting the Persian Empire.

The Persian Empire stretched from modern day Turkey and Egypt to India. It was huge and powerful. The Greeks had already established cities in some parts of this empire as well as in Italy.

King Philip of Macedonia defeated the Greek city states one by one and united Greeks. It was his goal to unite the Greeks to invade the Persian Empire. However, it was his son, Alexander, who carried out the invasion of the Persian Empire.

Alexander's march across the Persian Empire took eight years. Finally, Alexander was forced to stop his march eastward. Alexander's extensive empire rapidly fell apart after his death.

However, Greek culture and civilization were spread to new areas. Alexander also promoted the idea of cultures borrowing from one another.

All dates are before the time of Christ — B.C.

1200: The Greeks besiege Troy.

1000: The settlement of Greece is completed by barbaric tribes.

800: The Iliad and the Odyssey are written.

900-500: Greek tribes develop from barbarism to the peak of civilization.

359: Philip becomes King of Macedonia.

358: Macedonia, under Philip, begins to expand. Paeonium brought under control.

356: Alexander is born.

352: Thessaly enters an alliance with Philip.

342: Thrace brought under control.

338: Theban-Athens forces defeated.

337: League of Corinth formed to regulate the internal affairs of Greece.

336: Philip assassinated; Alexander becomes King.

334: Persia is invaded.

333: Darius, the Persian Emperor, is defeated at Issus.

331: Egypt is conquered; the city of Alexandria, which becomes famous as a center of learning and commerce, is founded.

331: The heart of the Persian Empire is captured; Darius is again defeated.

330: Darius is assassinated by his own troops. Alexander becomes Emperor of Persia.

326: Troops mutiny during invasion of India. Alexander begins return home.

324: Alexander dies.

What it all means

Alexander the Great is famous in history, but what was his real importance?

1. He served as a model for later famous Roman generals such as Julius Caesar and Pompey the Great. They viewed themselves as great conquerors like Alexander.

2. Alexander's idea that he was a god was adopted by the Roman emperors. They used their positions as god-like kings to unify people from different countries. This idea later became the "divine right" of kings.

3. He established Alexandria which became a center of learning. It was there that the Old Testament was translated into Greek. His conquests helped spread Greek Civilization.

4. Alexander's invasion of Asia spread Greek civilization to that part of the world.

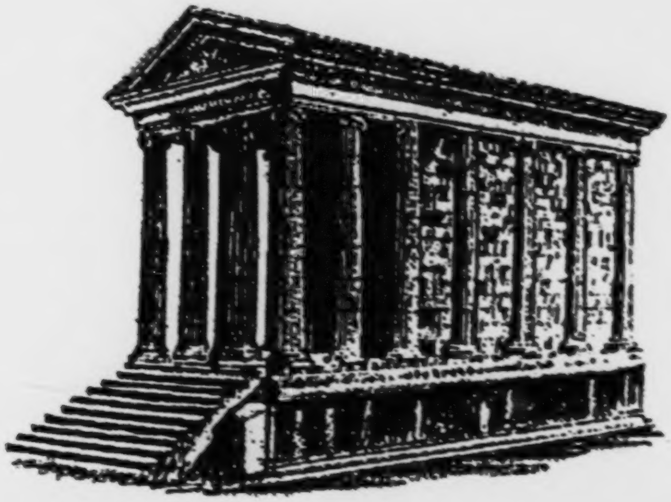
5. When the Romans conquered the Greeks they took over the remnants of Alexander's empire. The Romans continued to spread Alexander's ideas throughout their empire.

6. Alexander encouraged the mixing of different peoples. He encouraged the Greek soldiers to marry Persian women. The Romans adopted a similar practice in moving people who were troublesome to new areas.

CONTRIBUTIONS OF GREEK CULTURE TO THE UNITED STATES

1. Our form of government—the democratic form in which people choose the governors, is an idea that began with the Greeks.

2. Architecture, particularly that of buildings belonging to the public, is another Greek contribution.



First Narrator: 356 years before the birth of Christ, a son was born to King Philip of Macedonia and his wife Olympias. For the first 13 years of his life he was raised by his mother.

Olympias: Your father is returning today.

Alexander: It has been a long time since we have seen him.

Olympias: I'm afraid, Alexander, he doesn't care much for me.

Alexander: He has spent very little time at home. I suppose fighting these wars to unite Greece takes his time.

Olympias: Not all of his time. He likes the company of other women when he's not fighting.

Alexander: Why is he coming home?

Olympias: To get you. He's afraid I have not properly educated you. He wants to train you to take his place.

Alexander: I suppose I don't have much choice.

Olympias: He won't bother you. He's too much of a drunk and womanizer to spend any time with you. He will just hire teachers for you.

Alexander: I wonder who my teacher will be.

Olympias: I'm sure he will hire the best, and I'm sure you will do well. I expect great things from you.

Alexander: I don't know if I will be as great as my father. He has united Greece and wants to conquer Persia.

Olympias: I'm surprised he stayed sober long enough to conquer Greece. You will do far greater things than your father. I think I hear him coming.

Second Narrator: Philip enters.

Olympias: I'm surprised you had the time to come yourself. I thought you would send a messenger.

King Philip: I just wanted to make sure that Alexander got off on the right foot.

Olympias: You think that I have not raised him properly.

King Philip: He needs to be trained to be a king.

Olympias: I'm sure that you will set a good example for him; drinking and chasing other women.

King Philip: I'm sure you set a good example. I've heard that you haven't exactly been faithful.

Olympias: What do you expect? But I've certainly taught Alexander to avoid bad habits.

King Philip: There is no need to argue. I have set up a school for Alexander and other young nobles at Mieza.

First Narrator: Alexander had the famous Aristotle as a teacher.

Marsyas: You are so fast, Alexander, you should compete in the Olympics.

Ptolemy: You would win for sure.

Alexander: That may be, but I would only compete if all the other contestants were kings.

Aristotle: Remember, Alexander, that Greeks are friends and kinsmen.

Alexander: But I am a Macedonian.

Aristotle: You are still a Greek, just as Athenians, Corinthians and Thebans are Greeks. If you are to become a great king you must be the leader of all the Greeks.

Ptolemy: What about the Persians? Are they equal to Greeks?

Aristotle: No. Persians are barbarians. They do not have the culture and the civilization that Greeks do.

Marsyas: But they have a great empire, and they have defeated the Greeks in the past.

Aristotle: Only because the Greeks were not united.

Alexander: That is the aim of my father.

Aristotle: But you will have to accomplish it. It will take many years to conquer Persia and your father probably won't live to carry through his plan.

Second Narrator: At 16, Alexander was called home to work for his father in unifying Greece. However, Philip was under pressure to create a new heir to the throne, one with all Macedonian blood. To this end, he divorced Olympias and remarried.

Attalus: I want to propose a toast.

Permenion: Let's hear it, Attalus. Let's hear a toast for the new bride.

Attalus: I want to propose a toast to my daughter and her husband, King Philip. Here's a toast to a legitimate heir to the throne.

Alexander: What do you mean, "a legitimate heir to the throne?"

Attalus: Well, everyone knows your mother was hardly faithful to your father.

Alexander: I thought it was the other way around.

King Philip: I apologize, Attalus, for Alexander's behavior. He has been under the influence of his mother too much. He thinks it is bad for a man to enjoy life.

Alexander: You're drunk. I know exactly what he meant.

First Narrator: Alexander hurled his goblet of wine into the face of Attalus. Red wine dripped down the front of his white robe.

King Philip: What is the matter with you, Alexander? Afraid of a little good-natured ribbing? Can't you take it?

Alexander: Not when it is at the expense of my mother.

Permenion: Maybe you think that you are too good for us, Alexander?

Alexander: Perhaps I am.

King Philip: And maybe I ought to teach you a lesson.

Second Narrator: Philip rose and drew his sword. He stumbled on his way to attack Alexander. He fell to the ground.

Alexander: Look at the drunken old fool. This is the fellow who is planning to cross from Greece to Persia and he cannot even crawl from one table to another.

Attalus: You should show your father more respect.

Alexander: My mother was right. He's nothing more than a drunk.

First Narrator: Olympias and Alexander both resented Philip's new marrige.

Olympias: I say we cannot wait. You already have rivals to the throne from the other woman he has married.

Alexander: I don't know what we could do.

Olympias: We could take action.

Antipater: It is obvious the old Macedonians don't want Alexander as king.

Alexander: But I am the rightful heir to the throne.

Antipater: But you are only half Macedonian. Your mother is not a Macedonian.

Alexander: That makes no difference. It is still royal blood.

Antipater: It won't mean a thing if Philip has a son by his new marriage. You will be nothing more than a temporary king.

Olympias: It is clear, now, why we must take action.

Pausinius: I could help. I'll do whatever I can to get rid of Philip.

Antipater: Why do you dislike him so, Pausinius?

Pausinius: Eight years ago I was assaulted by Philip's friend Attalus. He got me drunk and then let his muledrivers beat me up.

Alexander: What does that have to do with my father?

Pausinius: I went to Philip and asked him to punish Attalus. He wouldn't do it. He just laughed at my story.

Olympias: That sounds like Philip. His politics and his powerful friends are more important to him than honor.

Antipater: I don't see what we could do, though. He's always surrounded by bodyguards.

Olympias: ...except at the upcoming wedding of Alexander's sister. He wants to show that all Greeks love him, so he'll enter the arena without his bodyguards.

Alexander: That's right. When he enters the arena I'll be on one side and Cleopatra's new husband on the other.

Antipater: It sounds like a perfect opportunity. But do you want to do it at Cleopatra's wedding? I hate to see it ruined.

Olympias: If we don't, we'll be ruined. Pausinius can do the deed. You can hide in the shadows until Philip reaches the middle of the arena, then rush out and kill him.

Antipater: We can have a horse standing by waiting for you.

Pausinius: I'll gladly do it. Let me take my leave while I go sharpen my knife.

Olympias: Yes, go and prepare yourself.

Alexander: What if he gets caught and tells everyone who is behind this?

Olympias: Philip's bodyguards won't be there but we'll have three of your bodyguards standing close by the horse.

Antipater: And they will eliminate the only person who can implicate us.

Second Narrator: The assassination of Philip was accomplished. Alexander moved swiftly to eliminate any opposition to his becoming king.

First Narrator: Alexander carried out the dream of invading Asia. He swept across present day Turkey, through Syria and Israel, and into Egypt. Then he worked toward Mesopotamia and the heart of the Persian Empire.

Second Narrator: The Persian Emperor Darius took the field against Alexander. The Emperor was defeated and his own people killed him. Alexander was now the ruler of Persia.

First Soldier: I think we should go home.

Second Soldier: I'll go along with that. I don't see much sense to this. We've been gone for four years now. My children probably won't even recognize me now.

Third Soldier: Well, we've won so far with him. The pay is good. So long as we keep winning, it's all right with me.

First Soldier: But you don't have a family and farm to take care of.

Second Soldier: And I don't like the new ways he's taking on. He dresses like a Persian emperor now.

Third Soldier: That's just politics. He wants to keep the Persians happy. He wants to show his respect by practicing some of their customs.

First Soldier: He dresses like that in private, I hear. All the time.

Second Soldier: And he's got a harem, too. Three-hundred-sixty-five wives, one for each day of the year.

Third Soldier: You'd have a harem, too, if you could.

First Soldier: And these Persian cavalry units that ride alongside us. I tell you, something's wrong.

Second Soldier: It's not like the days when Philip was king. Then you knew which side you were on. Here you conquer these Persians and your King starts to dress like them and invites Persian nobles into the Court.

First Soldier: The Persians have more of a say than us Macedonians.

First Narrator: Alexander became afraid the restless troops would gather around a popular general and revolt.

Antipater: Alexander, the troops are getting very restless. They want to go home.

Alexander: We are not finished with our conquests. We must go on.

Antipater: The soldiers feel that since we have defeated the Persians we should go back.

Alexander: They are undefeated and they are well paid. They should want to fight on for the glory of Greece. We can fight and conquer all the land to the east.

Antipater: You know, we could be in trouble if they find a leader among themselves.

Alexander: Yes. And the most likely leader is Permenion. He is the most popular general.

Antipater: We must eliminate him the first chance we get.

Second Narrator: And the chance soon presented itself.

Ceballnus: There is a plot to assassinate Alexander.

Philoltus: Really? Why come to me?

Cebalinus: Since you are the son of Permenion, you can convince Alexander of the danger to his life.

Philotus: What is this plot? Who is behind it?

Cebalinus: A young noble by the name of Nicomachus. He says that Dimnus is trying to force him and several others to be involved. He said that Dimnus had some sort of grudge against Alexander.

Philotus: How reliable is this Nicomachus?

Cebalinus: He is Dimnus' lover.

Philotus: Is this some lover's quarrel? One trying to get even with another? What other evidence do you have?

Cebalinus: None. But Alexander should be informed.

Philotus: I shall.

First Narrator: Philotus did not think the plot was important enough to tell Alexander. Cebalinus went to another noble who took him directly to Alexander.

Alexander: Why didn't you tell me sooner? It has been several days that you have known of this plot.

Antipater: He might be part of the plot.

Cebalinus: No. No. I told Philotus as soon as I found out.

Antipater: Perhaps, Philotus is part of the plot.

Cebalinus: I don't think he is.

Alexander: Perhaps he is. It would be our good fortune if he was. This may be our chance to get rid of Permenion. Bring this Dimnus and Philotus to me immediately. You may go, Cebalinus.

Second Narrator: Dimnus resists and is gravely wounded. He is brought to Alexander unable to speak along with Philotus.

Alexander: Philotus, you kept a plot against my life hidden from me.

Philotus: It is true that I knew about it, but I didn't think it was serious. I thought it was just a lover's quarrel.

Alexander: I think you are involved, Dimnus. What have I done to you that makes you think Philotus would be a better king than I?

Philotus: The man can't answer. He is dying.

Alexander: That is too bad. That makes matters more difficult for you. You will have no one to testify in your defense if he dies.

Philotus: But forgive me, I took no active part in this plot. My fault is only that I failed to tell you about it.

Alexander: I suppose, Philotus, I will have to forgive you. Take your leave and don't worry.

Antipater: Do you think that was wise, Alexander?

Alexander: Tomorrow I'll put him on trial before the Macedonian army.

Antipater: What about Permenion? He's the one we want.

Alexander: Post guards so that none of Philotus' friends ride off to tell Permenion of this, and bring me someone who can be trusted to deliver a letter and a knife wound to Permenion. I want him on the road tonight.

Antipater: Right.

First Narrator: The following day, Philotus was tried before the Macedonian army. He was found guilty and stoned to death. Permenion was assassinated.

Second Narrator: Alexander continued his conquests eastward. He pushed into India. Now they had been on the march for eight years and had covered 17,000 miles.

First Soldier: He wants to go beyond the river there.

Second Soldier: What's across it?

First Soldier: The Empire of Nanda. They say it's more powerful than the one ruled by Porus.

Second Soldier: He was hard enough to defeat.

Third Soldier: The battles seem to be getting harder to win.

First Soldier: We were lucky to win the war with Porus. His elephants nearly destroyed us.

Second Soldier: Porus had only 200 elephants. They say they have 4,000 over there.

Third Soldier: If they have 4,000 elephants, how many soldiers do they have?

First Soldier: I hear he has 200,000 infantry and 20,000 cavalry.

Third Soldier: I'm not sure which I hate more, the elephants and the fighting or this stinking weather. It's always hot and always raining.

First Soldier: I see no sense in going on. We'll be slaughtered like cattle if we push acoss the river.

First Narrator: The soldiers were on the verge of mutiny. Alexander tried to convince the men to go on.

Alexander: Men, we must push on to further conquests for the glory of Greece. I realize you men need a rest, so I'm going to give you this land we have recently conquered. You may take several days to do what like. Whatever you find is yours.

First Narrator: The men spent the days looting and plundering the land. Meanwhile, he called his generals together.

Alexander: We must continue our invasion to the east. There will be more riches and rewards. But the riches will come only to those willing to take the risks.

Coenus: The men do not want to go on. They want to return home to their families.

Alexander: They must be encouraged to conduct themselves toward a glorious end.

Coenus: The men have served you well. They have provided you much glory and have shown themselves to be very honorable.

Alexander: We must go on. There is much greater glory to be had.

Coenus: You're asking for trouble to go on with an unwilling army. Allow them to return home and you can raise a new army.

Alexander: If the men don't want to go on, let them go home. I will go on alone. You are dismissed.

Second Narrator: Alexander sulked for three days and refused to see anyone. He hoped the men would change their minds. However, Alexander was forced to turn back.

First Narrator: Meanwhile, as Alexander was returning to the west, people were unhappy at home.

Aristotle: I hear that Alexander is finally returning home.

Antipater: In a roundabout way. He is exploring new routes to tie the empire together.

Aristotle: But at least they're coming back.

Antipater: I'm not sure that it is good news.

Aristotle: Why do you say that?

Antipater: I've heard bad things since I've left. There are changes.

Aristotle: Yes, he's apparently a changed person from what I knew of him as a pupil many years ago.

Antipater: He has turned against his friends. As he moved further and further east, he killed more and more people. Anyone who challenged him was killed. I'm not sure that he'll let me live.

Aristotle: He's certainly become something less than Greek. He has not only adopted the dress of the Persians, but their methods as well; assassination of friends as well as enemies.

Antipater: Very few of those friends who started with him are with him now. He eliminates anyone who is a potential rival. Look what he did to Permenion and his son.

Aristotle: I understand you had something to do with that.

Antipater: I didn't realize it was part of a pattern. I didn't realize where it would all lead. I believed in Alexander and his goals.

Aristotle: We all did. He has betrayed us.

Antipater: Most of the soldiers felt that he had adopted the ways of the Persians.

Aristotle: Many years ago when I was his teacher I told him that Persians were barbarians. Now, he has adopted their ways.

Antipater: And he wants to be deified as a god.

Aristotle: He always felt that he was special. I remember that when he was invited to run in the Olympics, he only wanted to run with other kings.

Antipater: I think his success has gone to his head. He has conquered the world and now he wants to be a god.

Aristotle: I don't think this is going to help Greece.

Antipater: He must be stopped.

Second Narrator: Alexander died in the year 320 B.C. No one is sure of the cause of death, but there is this strong possibility...

Aristotle: I can prepare a poison that will eventually kill him.

Antipater: I think that we will have to do it. My son is his wine chief. He can put the poison in his wine. He is said to be drinking heavily.

Aristotle: That is a good idea.

Directions

Using the Introduction, the Play, and the Chronology, answer the questions below.

1. What were the goals of Philip?

2. Why did Alexander and Olympias kill Philip?

3. Why was Alexander opposed by Permenion and others?

4. Why did his soldiers revolt?

5. Why did Aristotle and Antipater consider the possibility of killing Alexander?

6. How many years did Alexander live?

7. What areas did he conquer?

8. How were the Greeks organized by Philip?

9. What idea in use today is attributed to the Greeks?

Alexander the Great — Test

Directions

Fill in the correct answers.

1. The King who united the Greeks was ______________________________.

2. Alexander's mother was named ______________________________.

3. The Persian Emperor defeated by Alexander was ____________________.

4. Alexander killed his father because ______________________________.

5. Alexander's march through Asia lasted __________________ years and covered
__________________ miles.

6. A satrap is a ____________________________,

7. Greece was divided into ______________________________.

8. Philip created the League of ________________________ to regulate the internal affairs of Greece.

9. The city of Alexandria, which became a famous center of learning, is today in what country?
____

10. Why were Aristotle and other Greek officers unhappy with Alexander?

11. Why did the soldiers rebel against Alexander?

12. Name three city-states of Greece.

13. Alexander's famous teacher was ________________________.

14. What idea did the Greeks contribute to our modern form of government?

15. What influence did Alexander have upon the Romans?

Directions

Unscramble the words to complete the sentences below:

PEOPLE

1. (YPOLASIM) ____________________ was Alexander's mother.

2. (SIUADR) __________________ was defeated by Alexander.

3. (HPPIIL) ________________ united Greece.

4. (RISTTOAEL) __________________ was one of Alexander's teachers.

5. (OTPAL) ___________________ was a famous Greek philosopher.

PLACES

1. (SIAREP) _________________ was conquered by Alexander.

2. (YPTGE) ________________ was the location of Alexandria.

3. (CDEAMNIOA) _________________ was the birthplace of Alexander.

4. (HESNTA) ___________________ is considered the birthplace of democracy.

5. The peninsula on which Greece is located is called the (OPPEESSNNULE) ______________________.

6. (YOLNABB) ______________ was the center of the Persian Empire.

7. The (HATESPRUE) _________________ River ran through the heart of the Persian Empire.

8. Philip formed the League of (RCINOTH) __________________ to unite Greece.

Alexander the Great　Leader or Despot?

Directions

Alexander is considered a great leader in the history of the world. The personality characteristics of Alexander are described below. Rate each one with a score of (3) for desirable; (2) for acceptable; and (1) for undesirable. Add up the total score. Do you think Alexander was a great leader?

1. _____ Alexander was a military genius. He could adapt his strategy to the circumstance.

2. _____ Alexander loved and respected his mother. He treated women with great respect.

3. _____Alexander could eliminate those who were a threat to him by using murder and deceit. He killed his father and many of his supporters.

4. _____ Alexander built many new cities in the areas he conquered. The most famous was Alexandria.

5. _____ Alexander was not a good administrator. He simply adopted the Persian form of government which was not very efficient.

6. _____ Alexander's conquests did not help the average person in Greece. The Persian gold that was shipped to Greece benefitted the rich but drove up prices of goods and food which hurt the poor.

7. _____ Alexander unified the currencies of Persia and Greece, making commerce simpler.

8. _____ The construction ordered by Alexander hurt Greek ports by taking business away from them.

9. _____ Alexander encouraged his soldiers to marry Persian women. One of his goals was to create sons who would become permanent soldiers who would follow him.

10. _____ Alexander was a homosexual.

11. _____ When the Macedonian army returned to Greece, Alexander forbade his soldiers from taking their Persian families with them to prevent conflict at home.

12. _____ Alexander drank heavily and had a terrible temper when he was drunk.

13. _____ Alexander was very concerned about his own glory. He thought he was related to the Greek gods.

Alexander the Great Vocabulary

Directions

Use the words that are defined below in the sentences at the bottom of the page.

league: A group or combination.

assassination: A political murder.

empire: A collection of different people ruled by a single person.

satrap: A ruler over part of the Persian Empire called a satrapy; similar to a governor.

mercenaries: Soldiers who are hired to fight, usually for another country.

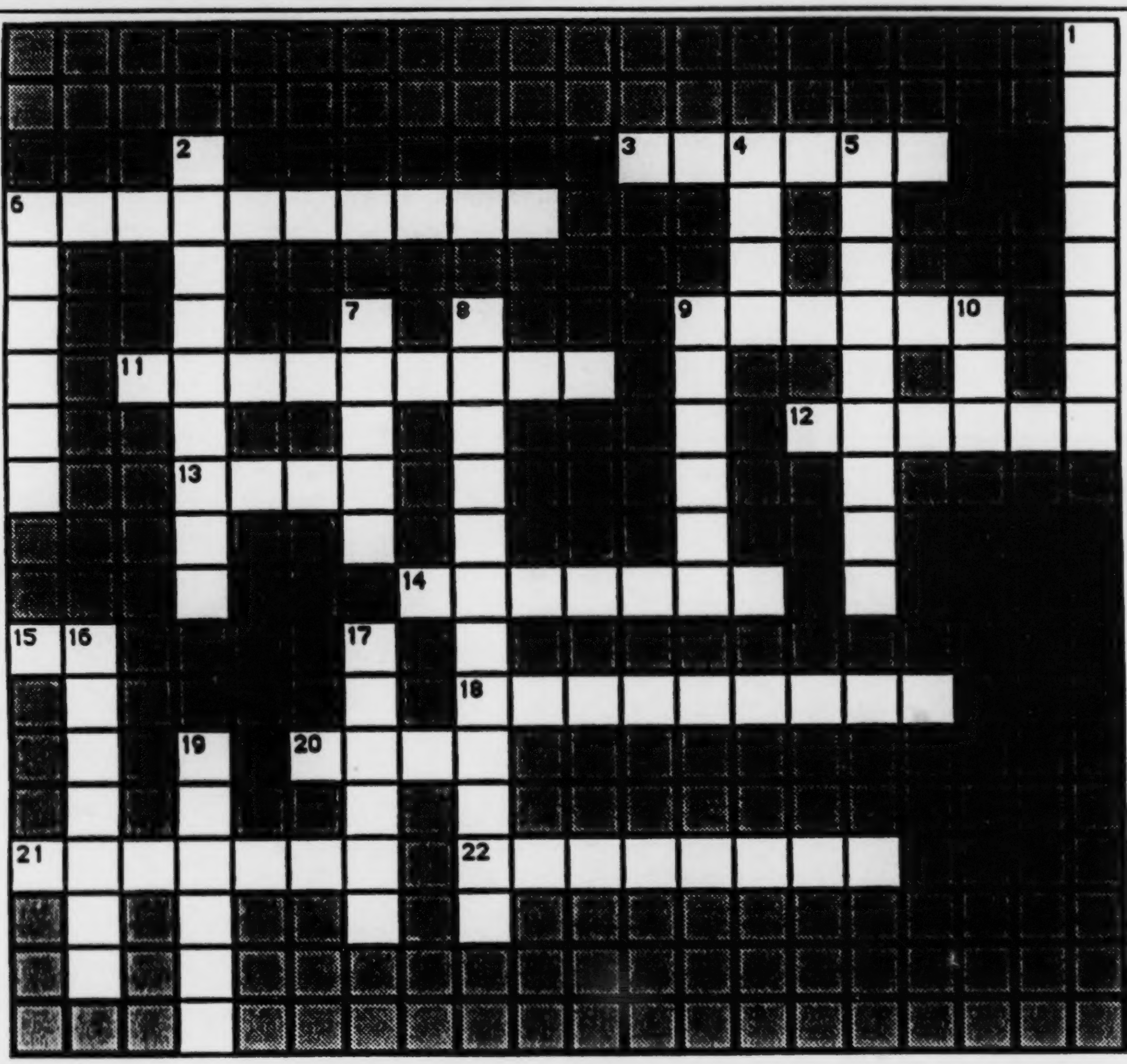
conspiracy: A secret plan or plot.

civilization: A high stage of cultural and social development.

barbarism: A low stage of cultural and social development.

1. The Greeks in a span of 500 years moved from ______________________ to ________________________.
2. Alexander used __________________________ to eliminate his opponents.
3. Many Greek ______________________ fought for the Persians.
4. Alexander preferred to use Persian ________________________ to govern Persia.
5. There were many _______________________ to overthrow Alexander.
6. The ______________________ of Corinth was formed by Philip.

Alexander Crossword



Across

3. The center of civilization in the Middle Ages.
6. The study of ideas.
9. A highly civilized people.
11. A crude, insensitive, uncivilized person.
12. The capital of modern Greece.
13. A rounded roof.
14. To be made one of the gods.
15. Before Christ (abbreviation).
18. A Greek philosopher.
20. A plan or scheme.
21. The habits and values of a group of people.
22. Greek contests in athletics, music and poetry.

Down

1. Running a government.
2. Invaded Persia.
4. A noise lions make.
5. Undeveloped talents.
6. Greece's enemy.
7. A group of wives.
8. The total culture of a people.
9. A peninsula in the Mediterranean Sea.
10. To look.
16. To defeat.
17. Showed resentment by withdrawing.
19. To give away your own side to the enemy.

BEST COPY AVAILABLE

The Black Death and the End of the Middle Ages

Plays, Puzzles and Activities
About
World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201
(209) 465-1880

Black Death Teacher's Guide

INTRODUCTION

Natural disasters as a factor in history are usually ignored; however, they can have a great influence upon the course of man's history. The spread of the plague in the late 14th Century was one such disaster. The then mysterious disease crossed Europe killing hundreds of thousands of people. A disaster of such huge proportions had an impact upon the economic and social institutions of Europe as well as upon the outlook of the people.

This unit contains a play that describes the plague's impact upon one small village. The introduction, chronology, and background fact sheet provide additional information on the Middle Ages. These should be reproduced and distributed to the students. This information is needed to do the four activity sheets which reinforce vocabulary and facts. There are also test, study guide and crossword sheets to reproduce.

CHARACTERS

There are 18 parts in this play. All of the characters are inhabitants of a small village on a medieval manor.

Narrator (80)
Parson (19)
Roger Taylor (116)
Peddler (24)
Geoffrey Smith (20)
Lawrence Tustin (45)
Bartholomew Thomasyn (5)
The Reeve (10)
Thomas Cooper (80)
Mrs. Tyler (10)
Tyler's Aunt (1)
Woman (3)
Woman's Husband (7)
Clerk (1)
Monk (16)
Michael Akroyd (9)
David Lloyd (14)
Mad Meg (2)

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Study Guide
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Activity 1: Vocabulary exercise.
Activity 2: Vocabulary exercise.
Activity 3: Word scramble: people.
Activity 4: Word scramble: places.
Crossword Puzzle

ANSWERS

STUDY GUIDE

1. bubonic plague; 2. Mongolia; 3. by rodents; 4. turned them towards mysticism and superstition, freed them to move and increased wages; 5. helped cause it to decline; 6. a system of landholding whereby the vassal held allegiance to a lord; 7. became stronger; 8. both increased; 9. Islam; 10. take the Holy Land away from the Moslems; 11. frightened them; 12. Charlemagne.

TEST

1. Christianity and Moslem; 2. the Pope; 3. three field crop rotation and a new type of plow; 4. a servant to a lord; 5. to regulate religious practice; 6. how property ownership was organized; 7. barbarians; 8. Thomas Aquinas; 9. Charlemagne; 10. bubonic; 11. to run the manor; 12. caused labor to move and increased wages; 13. to conquer Jerusalem and take the Holy Land away from the Moslems; 14. Byzantine; 15. Constantine.

ACTIVITY 1

1. Europe; 2. Byzantine; 3. Moslem; 4. Middle Ages.

ACTIVITY 2

1. fallow; 2. manor; 3. serf; 4. reeve.

ACTIVITY 3

1. Charlemagne; 2. Hugh Capet; 3. Thomas Aquinas; 4. Mohammed; 5. Innocent; 6. Constantine; 7. Attila; 8. Vikings.

ACTIVITY 4

1. England; 2. Byzantine; 3. Balkans; 4. Asia Minor; 5. Arabia; 6. North Africa; 7. Mongolia; 8. Italy.

CROSSWORD PUZZLE ANSWERS

Across: 4. buboes 7. Black Death 8. population 9. boils 11. kinfolk 12. rodents 13. armpits 14. England 17. consecrate 19. village 20. peddler 21. chills. **Down:** 1. noble 2. bacillus 3. jeopardy 5. bubonicplague 6. symptom 10. stench 15. apathy 16. fever 18. spell.

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It came from Asia. When it struck, it killed—in some places it wiped out entire populations. People were not sure how it spread. Some thought it was spread through the air; others thought it could be caught by looking into the eyes of someone who already had it. Everyone agreed that once you came into contact with someone who had it there was a good chance that you would catch it too. During the Middle Ages it was called the plague. Later on it was called the Black Death.

A person who had the plague had chills, became feverish and developed tumors in the groin and under the armpits. The tumors, called buboes, sometimes grew as large as apples. Shortly before a person died black and purplish spots and rings appeared on the body. Another characteristic of the disease was the terrible odor that the body gave off.

Modern science has discovered how the bubonic plague is carried. It is a bacillus that is carried either in the bloodstream of an animal or the stomach of a flea. The plague is often carried by rodents. The plague of the 14th Century started in Mongolia and was spread by a cute squirrel-like rodent called a tarbagan or Mongolian marmot. When for whatever reason, perhaps a flood or drought, these rodents began to move, the plague began to spread.

There have been several large-scale plagues. The first started in Arabia. It reached Egypt in 542 and eventually spread to England and Ireland in 664. It helped weaken the Roman Empire of Justinian. The second great plague occurred in the 14th Century. It reached Europe in 1348. Its last fluorish was in London in 1665. The third great plague began in Yunan, China, in 1892. This spread to India by 1896, where it killed six million people. It has yet to run its course there. Its last appearance was in South America.

The Great Plague of the 14th Century had a profound impact upon the lives of the people. It encouraged many to believe in witchcraft, magic and superstition. Even more importantly, it loosened traditional feudal ties. With the large loss of life there was increased competition for labor. Wages improved and people left their feudal manors to find better jobs.

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Black Death Chronology

330: Emperor Constantine of the Roman Empire founds a new capitol at Byzantium. He renames Byzantium Constantinople.

450: Angles and Saxons overrun England. This is just one of many "barbarian" invasions throughout Europe.

450: Attila the Hun sweeps through Eastem Europe and France.

476: The Roman Emperor in the West is deposed by barbarians.

711: Arab Moslems reach Spain after spreading Islam across North Africa.

732: The Moslem invasion is stopped at the battle of Tours.

800: Charlemagne is crowned Emperor of the West.

962: The Holy Roman Empire begins.

987: Hugh Capet is crowned King of France.

1000: Feudalism becomes established. Small landowners (vassals) begin to attach themselves to lords.

1050: Agriculture improves. New plow and system of crop rotation improves yields; supports more people.

1095: The first Crusade takes place. Christians attempt to drive Moslems from the Holy Land.

1100: Towns as centers of trade begin to develop. Commerce or trade increases.

1200: Centers of leaming become established.

1215: Fourth Lateran Council held to regularize Christian religious practice. Popes begin to unify Christian religion and organize the Church.

1250: More crusades take place.

1348: The Black Death reaches Europe.

Listed below are the important events and concepts of the Middle Ages.

During the Middle Ages:

1. Invasions by barbarian groups ceased.
2. The feudal system restored order to Europe.
3. The Catholic Church became a dominant force in the lives of people.
4. Trade increased.
5. Towns grew in size.
6. Modern European nations began to develop.

The Feudal System

1. Was based on a relationship between lord and vassals. The lord granted the vassals land and in return the vassals gave the lord service.
2. The land was divided into manors. Each manor was self-sufficient. Peasants or serfs worked on the manor.
3. The serfs or peasants gave the lord of the manor service. In return they were allowed to farm part of the land or keep part of the crop for themselves. The manor was run by a reeve.
4. Agricultural improvements took place which increased crop production. They were the change from two field to three field crop rotation putting more land into production and the introduction of an improved plow.

The Church

1. The old Roman Empire split into two parts. The Roman Catholic Church and the Holy Roman Empire survive in the West. In the East, the Byzantine Empire and the Eastern Orthodox Church survived.
2. The Pope became head of the Catholic Church and gained much power.
3. Pope Innocent called a conference to adopt uniform religious practices.
4. Pope Urban called for crusades against the Moslems to drive them from the Holy Land.
5. The Moslem religion founded by Mohammed spread very rapidly. Its invasion of Europe was stopped at Tours in 732.

The End of the Barbarian Invasions

1. The Roman Empire is ended by wave after wave of barbarian invasions of Germanic groups in the 4th and 5th Centuries.
2. Scandinavian groups, the Norse and Vikings, raid the coast of Europe in the 10th and the 11th Centuries.
3. Asiatic groups, the Huns and the Mongols, invade Eastern Europe in the 13th and 14th Centuries. Attila is the leader of the Huns.

The Beginning of Modern Nations

1. Most of Europe is united under Charlemagne in 800.
2. Hugh Capet founds a long line of French Kings.
3. William the Conqueror invades England in 1066 and unites the country.
4. Compromise was reached between the Pope and the Holy Roman Emperor over the power to appoint bishops. The compromise was reached in the Concordat of Worms in 1122. Bishops were to be appointed by the Pope and the King gave the Bishops the land.

The Beginning of Trade and Towns

1. Northern Italian cities flourished by bringing in goods from the East and trading them with Northern Europe. Cities such as Milan, Pisa, Venice, Genoa and Florence grew in importance.
2. Guilds developed in cities to regulate manufacture and trade.
3. Cities in Northern Europe formed the Hanseatic League to regulate trade.

Narrator: It was a week before Christmas in the little village of Blakwater, England.

Parson: Who's that, Roger?

Roger Tyler: Looks like some sort of peddler with the things he's got in his cart.

Parson: Seems to be in some hurry.

Roger Tyler: Can't be in a hurry to sell his things here in Blakwater. The folks don't have much money.

Parson: Times are getting hard.

Roger Tyler: You never said a truer thing, Parson.

Parson: Hello there, Peddler. You look as if you've seen a ghost.

Peddler: I've bad news to tell, I have. Been hurrying all the way here. I'm outta breath a bit.

Roger Tyler: What is this news, Peddler?

Peddler: Well, I was travelling on my way up to Winchester when I just got up to the turn off for the highway to Blakwater and I see this group riding fast from Winchester.

Roger Tyler: What was their hurry?

Peddler: Well, it was a group of nobles so I couldn't go up and ask them, me being a mere peddler, but I saw one of their servants and I asked him the same question.

Parson: Well, man, what was it?

Peddler: The plague, he said. The plague has come to Winchester and people are dying right and left, they are. So I said, I'm not going to Winchester, and I turned up the road to Blakwater.

Parson: My God!

Roger Tyler: I knew it was only a matter of time.

Parson: I've heard the stories about how many it's killed in France.

Peddler: Pray, Parson. Pray that it doesn't come here. For your sake and for everybody's sake.

Parson: I'll pray.

Peddler: I best be getting on.

Roger Tyler: Where are you going, Peddler?

Peddler: I'm getting as far away from here as possible.

Roger Tyler: Good luck to you.

Peddler: Same to you. Winchester is not that far away, you know.

Parson: I guess we'd better do something. The Peddler will surely tell everyone in the village before he leaves.

Roger Tyler: What can be done?

Parson: I'll call the men of the village together for prayer and hymns.

Roger Tyler: What good will that do? If the plague is God's punishment it is too late to stop it now.

Parson: True, but it will keep them busy and keep their minds off the plague.

Roger Tyler: I'm afraid if it is to come, it is to come.

Narrator: The plague did not come before Christmas. The 12 Days of Christmas were celebrated and the annual Christmas night banquet for everyone in the village was enjoyed by all. Several weeks later a traveller from the nearby village of Preston appeared.

Geoffrey Smith: Looks like a beggar coming this way.

Lawrence Tustin: Maybe it's that crazy old hag, Mad Meg.

Roger Tyler: Certainly does look like a vagabond. He's covered from head to foot with mud. Meg is harmless, but it isn't her.

Lawrence Tustin: Somehow he looks familiar enough.

Bartholomew Thomasyn: Hello there, Tyler.

Roger Tyler: Don't tell me. Is that you, Bartholomew?

Bartholomew Thomasyn: Yes.

Roger Tyler: It's Bartholomew Thomasyn from Preston Village. You know, he married Dennis Cooper's daughter.

Parson: What happened, man?

Bartholomew Thomasyn: My wife and daughter are dead—the plague. Anyone who stays in the village will die.

Parson: You look hungry and tired.

Bartholomew Thomasyn: I haven't had anything to eat or any sleep for three days.

Parson: I'll take him over to Cooper's. I'm sure he'll put 'im up and feed 'im.

Roger Tyler: We're sorry to hear about it.

Bartholomew Thomasyn: Nothing can be done about it. They're all going to be dead soon.

The Reeve: I suppose I better go around and ask the village leaders for a meeting.

Narrator: The oldest and wisest members of the village assembled.

The Reeve: The steward of the village is not here so I took it upon myself to call you together to see what we should do about the plague. You all know that it has hit Preston Village. Does anyone have any suggestions about what could be done?

Roger Tyler: It seems that the plague spreads when a well person comes in contact with someone who has it.

Geoffrey Smith: What do you mean?

Roger Tyler: We must not allow people to pass through our village. We must make them go around using the paths in the fields.

Geoffrey Smith: What if someone comes from Preston asking for help?

Roger Tyler: They must be turned away.

Lawrence Tustin: That is not the Christian way.

Roger Tyler: You have no choice. If you take them in you will probably die; they'll die, and everybody in the village might die.

Geoffrey Smith: What about Thomasyn? He is already here.

Roger Tyler: He must be asked to leave.

Thomas Cooper: You can't do that. He's my kinfolk.

Roger Tyler: Your daughter and granddaughter have already died. Do you want to see your wife and your other children die too?

Thomas Cooper: He needs a place to stay. He has nowhere to go.

Roger Tyler: Give him some food and warm clothing and tell him to be on his way. Can't you people see that your wives and children may die because he's here? Wake up!

Geoffrey Smith: I want to know what their parson thinks of this. It just doesn't seem Christian.

The Reeve: Yes, Parson, you have been awfully silent during this discussion.

Lawrence Tustin: It looks like he's had too much to drink.

Narrator: The parson, who had been holding his head in his hands, slowly rose. Everyone expected him to speak. Instead, he turned and stumbled out the door. He suddenly slumped to the ground.

Roger Tyler: He's breathing heavily.

Lawrence Tustin: I say he's drunk.

Roger Tyler: His cheeks are burning hot. Let's get him to the parsonage and get him out of these clothes.

Narrator: The men of the village carried the parson to his house. They pulled off his clothes.

Roger Tyler: Pull his pants off.

Lawrence Tustin: Look!

Roger Tyler: What is it?

Lawrence Tustin: He's got a red swelling in his groin.

Roger Tyler: Oh, my God! It's a bubo.

Lawrence Tustin: Let's get out of here.

Roger Tyler: Let's get him undressed first. He's burning up with fever. Lift his arm, will you, I want to slide his shirt off.

Thomas Cooper: They're under his armpits too.

Geoffrey Smith: Let's get out of here!

Narrator: The people recognized the signs of the plague. They put the parson in bed and left his house and returned home. The rest of this day and the next they stayed inside their own houses.

Mrs. Tyler: Do you think it's the plague?

Roger Tyler: It's the plague. No doubt about it. He had the swellings, the buboes.

Mrs. Tyler: Do you think that we'll all die?

Roger Tyler: I don't know. It's in God's hands.

Mrs. Tyler: What about the children if we die first? Who will take care of them? What should we do?

Roger Tyler: The only thing I can think of is staying inside; not meeting anyone.

Narrator: The hours passed. By late Monday afternoon, neither Tyler nor any of his family developed any symptoms. Tyler left the house to check on the others in the village.

Roger Tyler: Hello in there.

Geoffrey Smith: Who is it?

Roger Tyler: Roger Tyler. Is everybody all right?

Geoffrey Smith: Yes.

Roger Tyler: No fever, no swellings?

Geoffrey Smith: No.

Narrator: Monday evening and Tuesday passed with no new outbreak. The parson's buboes had swollen and were very painful, but he had recovered consciousness. The people began to go back to work in the fields and life began to return to normal. Wednesday morning was cold and clear.

Roger Tyler: Are you all right?

Mrs. Tyler: Yes.

Roger Tyler: And the children?

Mrs. Tyler: They're fine.

Roger Tyler: Good. Maybe the worst is over. I'll go down and check on the parson to see how he's doing.

Mrs. Tyler: There's no smoke coming from your auntie's house.

Roger Tyler: That's odd. She's usually up before us. I'd better go look.

Narrator: Tyler crossed the yard separating the two houses. He opened the door to his aunt's house.

Roger Tyler: Oh, no!

Narrator: His aunt was lying on the floor. Her eyes were sunken and bloodshot. Her tongue was so swollen it stuck out from her cracked, dry lips.

Tyler's Aunt: Water! Water! Water! Water!

Roger Tyler: Here, take this.

Narrator: Tyler grabbed a pot of water and poured some on his aunt's swollen tongue. The water dribbled down her chin. He went out the door to tell his wife.

Woman: My baby! My baby! My baby!

Roger Tyler: What is it?

Woman: My baby! My baby!

Mrs. Tyler: What is all the ruckus?

Roger Tyler: The lady's baby has the plague.

Woman's Husband: I'm sorry, Roger, if my wife bothered you.

Roger Tyler: And I'm sorry. But I can't do anything for her.

Woman's Husband: Here, love, come back to the house with me.

Woman: My baby is dying.

Roger Tyler: Help comfort her if you can. I'm going to the parson's house. If he's able, I'll have him come up and try to comfort your wife.

Woman's Husband: I'd appreciate it. She's been this way since we got up this morning and discovered the baby had the plague.

Narrator: Tyler went to the parson's cottage where he met Tustin near the house.

Lawrence Tustin: Hello, Roger. I thought I'd stop and see how the parson was doing.

Roger Tyler: Had the same idea myself. I'm afraid, though, we have another outbreak of the plague.

Lawrence Tustin: No! Who's got it?

Roger Tyler: My Aunt and the baby of that young woman who lives down the road from me.

Lawrence Tustin: The Parson will be unhappy to hear about it.

Roger Tyler: What's that awful smell?

Lawrence Tustin: It's coming from behind the parson's door.

Roger Tyler: Let's open it to see what it is.

Narrator: They found the parson lying on the floor. His boils had broken and a foul smelling black liquid was oozing from them. The stench overwhelmed the men.

Lawrence Tustin: Let's get out of here.

Roger Tyler: The smell is overpowering.

Lawrence Tustin: I'm going to throw up.

Narrator: Both men knelt and vomited.

Lawrence Tustin: I say, let's burn down the cottage with the parson in it. That way no one will have to look at the smelly filth.

Roger Tyler: That's not a proper burial, Tustin.

Lawrence Tustin: Well, you can get someone else to do it.

Narrator: The next day the old reeve died. The village leaders were called together once more.

Roger Tyler: The parson is dead, and the old reeve just died. The steward is away and we must do something about picking a new reeve and getting a new parson.

Thomas Cooper: Someone has to write a letter to the bishop.

Geoffrey Smith: Is there anyone here who can write?

Lawrence Tustin: The only two who could write are dead.

Roger Tyler: No, there is one more, the steward's clerk.

Lawrence Tustin: Get him to write the letter soon in case he dies.

Roger Tyler: Will you, Clerk, write a letter to the Bishop?

Clerk: Yes, I'll get it off as soon as possible.

Roger Tyler: Tell the bishop that we need a parson right away to give the last rites when we bury the dead.

Narrator: The letter was written and life settled into apathy. Every two or three days there was an attack of the disease. The dead mounted. After a while a travelling monk took over the parson's job burying the dead.

Roger Tyler: The cemetery is running out of places for the dead.

Monk: I don't know where we're going to put them all.

Roger Tyler: I think we should open a new graveyard farther away from the village.

Monk: I don't know if that would be a good idea.

Roger Tyler: I don't think it is a good idea to bury the plague victims so close to the center of the village. They might spread the disease to healthy people.

Monk: I don't see how a dead person can spread disease. It is all God's will. We are being punished for our sins.

Geoffrey Smith: I think it's the air. The plague is carried in the air.

Roger Tyler: It doesn't make any difference. The graveyard is still running out of places.

Monk: The bishop will get very angry if we do that.

Lawrence Tustin: The bishop is very far away and the people are dying here.

Roger Tyler: We want you to consecrate a new cemetery.

Monk: The bishop expects the fee for the new cemetery to be paid.

Lawrence Tustin: That is what the bishop is really interested in—the fee.

Monk: It is very important that the bishop approve. If he does not, the souls of the people buried there could be in jeopardy.

Roger Tyler: Don't worry, the fee will be paid, but we need a new graveyard now.

Monk: I'll do it, but reluctantly. What piece of ground do you have in mind?

Roger Tyler: I want it out on the edge of the village.

Narrator: The plague went on. Week after week more and more people died.

Lawrence Tustin: It's the devil that's behind this plague.

Geoffrey Smith: It's the air. If you smell real hard you can notice the change.

Lawrence Tustin: That's just the rotting bodies.

Michael Akroyd: Magic. Black magic is what it is. Everybody says that.

David Lloyd: You know, I saw Mad Meg talking to her cat the other day. She was saying things about the death, the Black Death.

Lawrence Tustin: Cats are evil.

Michael Akroyd: You know that cat of Mad Meg's is always around when someone dies.

David Lloyd: She acts so strange. I say she's a witch. She's brought this upon the village. She has the cat do the killing. She casts a spell and then the cat carries the spell to the victim.

Lawrence Tustin: I think you're right.

David Lloyd: You notice she has not caught the plague.

Lawrence Tustin: That's right.

David Lloyd: I say let's get rid of her.

Michael Akroyd: Yes. Let's do it now.

Narrator: The villagers walked to Mad Meg's hovel on the edge of the village. She heard them coming and slipped into the woods.

David Lloyd: Where is she?

Michael Akroyd: She's not inside.

Lawrence Tustin: She probably slipped off.

Michael Akroyd: We won't be able to find her there.

Lawrence Tustin: I hear something.

Michael Akroyd: There's her cat.

Lawrence Tustin: Let's get it.

Narrator: Tustin grabbed the cat and swung it by the tail. It's head cracked against the trunk of a tree. Another swing. Blood gushed from its mouth. Mad Meg could take no more.

Mad Meg: Stop! Stop!

Michael Akroyd: There she is.

Mad Meg: That's my cat, my friend.

David Lloyd: Get her. Here's some stones.

Narrator: The villagers began to throw stones. Meg picked up her cat. It was the only living thing that had shown her any love. A stone bounced off her head. Others followed. Soon she was dead, holding her blood splattered cat in her arms.

After two months the plague passed. A third of the 150 people in the village were dead. In the village of Preston, over half the people died.

Black Death Study Guide

To answer these questions, use the Play, the Introduction and the Background Reading on the Middle Ages and the Consequences of the Black Death.

1. What was the disease that swept Europe?

2. Where did the disease start?

3. How did the disease spread?

4. What were the consequences of the plague upon the peasants?

5. What was the effect of the plague upon the manor or feudal system?

6. Describe the feudal system.

7. What changes in Christianity took place during the Middle Ages?

8. What changes took place in trade and learning?

9. What other religion rapidly spread along with Christianity?

10. What was the purpose of the Crusade?

11. What effect do you think the plague had upon people?

12. What Emperor ruled most of Europe during the early 800's?

Black Death Test

1. What two religions clashed during the Middle Ages? ______

2. The leader of the Catholic Church is ______

3. What changes in agriculture brought about a change in food production during the early Middle Ages?
A. ______
B. ______

4. What was a vassal? ______

5. Why did Pope Innocent call the Fourth Lateran Council in 1215? ______

6. What was the manor system? ______

7. The Roman Empire was destroyed by hoardes of ______

8. The leading Catholic philosopher of the Middle Ages was ______

9. The King who took the throne in 800 and conquered most of Europe was ______

10. The plague that swept Europe in 1348 was the ______ plague.

11. What was the job of the Reeve? ______

12. What effects did the plague have upon the manor system?
A. ______
B. ______

13. What was the purpose of the Crusades? ______

14. What was the name of the Eastern Roman Empire? ______

15. The Roman Emperor ______ moved the capitol of the Roman Empire to ______.

Use the words in bold print defined below as a guide to unscrambling the words in the second section.

Christianity: The religion that believes that Jesus Christ is the Son of God. The religion spread rapidly throughout the Roman Empire and during the Middle Ages throughout Europe.

Islam: The religion that believes that Mohammed is the prophet of God. It spread throughout North Africa and the Middle East during the 600's and 700's.

Papacy: The governing structure of the Catholic Church. The Pope is the leader of the Church. The seat of government is at the Vatican in Rome, Italy. The power of the Pope was developed during the Middle Ages.

Europe: An area that became recognized during the Middle Ages as sharing a common culture including religion, type of government and social structure.

Middle Ages: The period of time from about 800 to 1400 during which the manor system developed and the Church established itself throughout Europe. In the latter part of the period learning and towns developed.

Byzantine: The name used to describe the Eastern Roman Empire. The center of the Byzantine Empire was Constantinople and during the Middle Ages covered Asia Minor and the Balkans.

1. (EOEUPR)____________________gradually became the most powerful part of the world.

2. The Moslems eventually conquered the (TNEZNAYBI) __________________ Empire.

3. The (MMELSO) ____________________ religion is similar to Christianity but does not accept the idea that Jesus is the Son of God.

4. The (IDLEDM SEAG) ____________________ saw the beginnings of modern Europe.

Use the bold words defined below to unscramble the words in the section below.

manor: The landowning system developed in the Middle Ages. The manor was run by a lord. The people who lived on the manor worked for the lord in return for housing and food.

feudalism: The social system of the Middle Ages whereby small landowners attached themselves to a more powerful lord.

fallow: The condition of land plowed but not seeded for a season so that it can replenish its nutrients and therefore produce a good crop the next season.

vassal: A small landowner who owed services to a lord.

serf: A peasant who was tied to the land. Serfs could not move. They had to work for their lord and in return were taken care of by the lord.

peasant: A poor worker on a manor, or a small landowner.

reeve: The person who oversaw the operations of a manor.

1. A big improvement in agriculture took place by letting only a third, rather than a half, of a field lie (LAWLFO) ______________________.

2. An estate owned by a lord was called a (AMNRO) ______________________.

3. The (FERS) ____________________ was a poor farmworker who was bound to the land.

4. The (EEEVR) ______________________ supervised the manor.

Unscramble the words to fill in the blanks below.

1. (GMANEHCRALE) ____________________ became the King of the Franks on the first day of 800 A.D.

2. (GHUH PETAC) ______________________ became the first of a long line of French kings whose descendants ruled France until the French Revolution.

3. (HMAOTS AUSINAQ) _________________________ was a leading Catholic philosopher.

4. (MMMAHEDO) ___________________________ was the founder of Islam.

5. (TNNNOCEI) ________________________ called a religious conference in 1215 to regulate religious practices.

6. (TINECNOTANS) _______________________ moved the capital of the Roman Empire.

7. (TATLAI) ____________________ led the Huns into Europe in the 5th Century.

8. (KIVGNIS) ______________________ raided in Europe in the 9th Century.

Word Scrambles: Places

Unscramble the words to fill the blanks below.

1. (GLANDNE) ________________ was conquered by William the Conqueror in 1066.

2. The (YZTIENNAB) ________________ Empire controlled the . . .

3. (KLBANAS) ________________

4. and (SAIA ORMNI) ________________________.

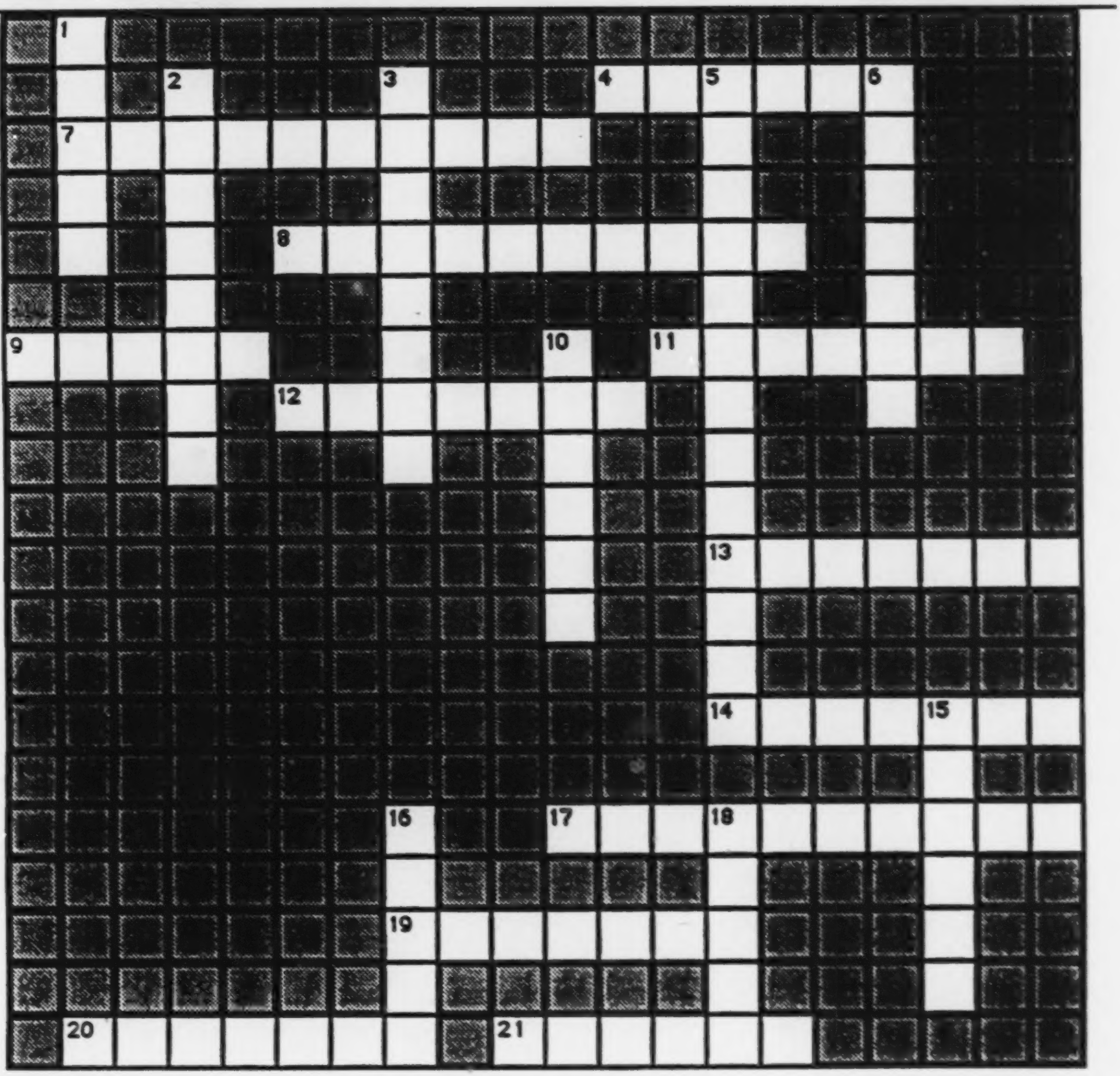
5. The Moslem religion began in (BAAARI) ________________.

6. The Moslem religion quickly spread across (ROTHN CFRAAI) ________________________.

7. The plague originated in (NMGOOLAI) ________________________.

8. Towns developed in Northern (TLYAI) ________________________.

Black Death Crossword



Across

4. Swellings of lymph glands at armpits or groin.
7. Name for the plague (2 words).
8. All the people in an area.
9. Pus-filled swellings on the skin.
11. Family, relatives.
12. Rats and mice.
13. Underarms.
14. Where the plague struck last.
17. To bless.
19. A small town.
20. A travelling salesperson.
21. Cold, clammy, trembling.

Down

1. One of high rank.
2. A kind of bacteria.
3. Danger.
5. Disease characterized by buboes (2 words).
6. An indication of sickness.
10. Foul smell.
15. Lack of interest.
16. High temperature.
18. A magic power.

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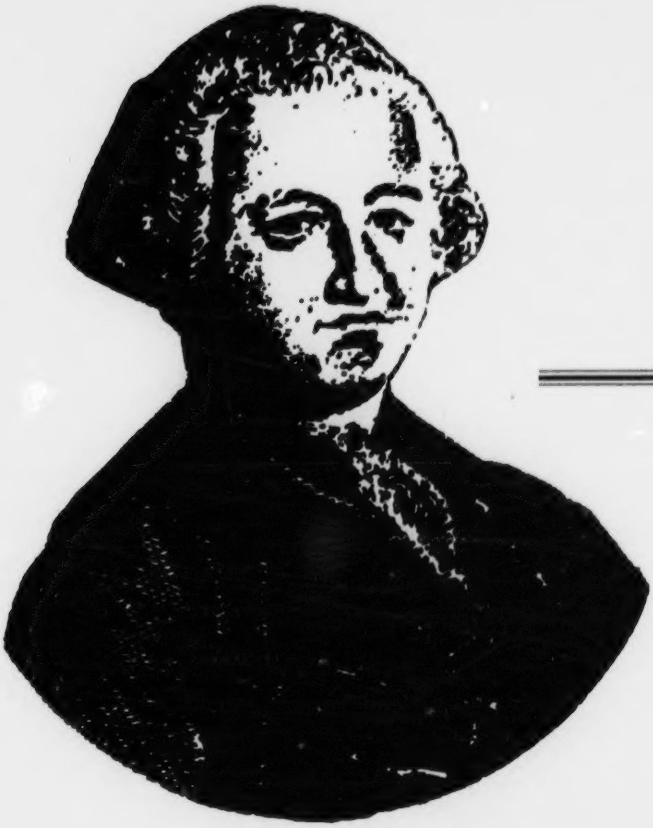

Robert Clive and Imperialism

Plays, Puzzles and Activities About World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201

Robert Clive Teacher's Guide

INTRODUCTION

This unit contains a play on Robert Clive, one of the most exciting persons in history. The play describes his life growing up in England and in India.

A study guide and a test on the unit are provided. There are also four activities and a crossword puzzle. Three of the activities reinforce vocabulary and basic facts. The students must read the introduction, the play and the chronology to do these activities. Some aid from the teacher will be needed on the terms used in diplomacy and how they relate to the play. The fourth activity involves the students in determining responsibility.

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Teacher's Guide (2 pages)
Introduction
Chronology
Play (9 pages)
Study Guide
Activity 1: Word Scramble: Diplomacy
Activity 2: Word Scramble: People and Places
Activity 3: Word Scramble: People and Places
Activity 4: Values Activity: "Black Hole of Calcutta"
Crossword Puzzle
Test

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CHARACTERS

Narrator (77)
Shopkeeper (27)
Robert Clive (208): The man who created Britain's Empire.
Youth (15)
Shopkeeper's Wife (17)
Butcher (2)
Woman (1)
Girl (1)
Rev. Burselm (14): Clive's teacher.
Richard Clive (21): Robert Clive's father.
Writer (10)
Gov. Hinde (9): Chief officer of the East India Company.
Lt. Bulkey (18): A friend of Clive.
Gov. Saunders (27): An officer of the East India Company.
Sergeant (18)
Capt. Kilpatrick (28): An officer in the company army.
Gov. Drake (9): Governor of Bengal for the East India Company.
Capt. Minchen (5): An officer in the company army.
Admiral Watson (3): An officer in the Royal Navy.
Eyre Coote (6): An officer in the company army.
Lawrence Sulivan (10): A stockholder and director of the East India Company and an enemy of Clive.
Gov. Johnstone (10): An officer of the company in Bengal.
General Carnac (5): Clive's secretary in India.
Major Burgoyne (6): A member of Parliament.

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Phone: (209) 465-1880

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ANSWERS

Study Guide

1. Because he was delinquent; 2. British East India Company; 3. The French and unfriendly local rulers; 4. The French capture his trading post; 5. Plassey; 6. An Indian leader interfered with British trade; 7. Defeated the Indian leader and put a cooperative leader in his place; 8. France; 9. Sulivan; 10. Clive wanted a standing army; 11. Elimination of the French; 12. Company officials were trading privately; 13. Put officers on regular pay, eliminated private trading and created a system for sharing profits from the salt tax; 14. suicide; 15. 27.

Test

1. British East India Company; 2. French captured his trading post; 3. Dupleix; 4. Plassey; 5. control the Indian Nawabs; 6. the right to trade; 7. private trading; 8. put officers on regular pay, banned private trading and created taxes from which profits would be shared; 9. He thought that Clive's ideas were too expensive; 10. passed laws regulating the company.

Activity 1

1. envoy; 2. emissary; 3. treaty; 4. allies; 5. neutral; 6. negotiate; 7. diplomacy; 8. truce; 9. agreement; 10. code.

Activity 2

1. mogul; 2. foreigners; 3. foreign; 4. Hindu; 5. Moslem; 6. imperialism; 7. Nawab; 8. governor; 9. parliament; 10. empire

Activity 3

PEOPLE: 1. Clive; 2. Dupleix; 3. Elizabeth; 4. Sulivan; 5. Hastings. PLACES: 1. Plassey; 2. India; 3. Calcutta; 4. Madras; 5. monsoons; 6. Bombay; 7. Bengal.

Activity 4

Answers will vary.

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Crossword Answers

Across: 1. musket 4. heathens 6. barbarians 9. East India Company 12. Robert Clive 14. negotiate 16. Hindu 17. Bengal 18. platoons 19. cows 20. provisions 21. England.

Down: 2. urchins 3. Latin 5. Moslem 7. Black Hole 8. Indians 10. inhabitants 11. ventilation 13. Greeks 15. tale 17 boots.

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Robert Clive was a misfit in England. He was sent by his father to India. Clive hated his job as a clerk for the British East India Company, but he discovered that he had a real talent for war and diplomacy.

England and France struggled for control of Indian trade. The French were able to outmaneuver the English until Clive took over as the leader of East India Company's forces. Clive became England's only effective leader in the field. He could negotiate with Indian leaders and out-fight the French.

His biggest victory was at Plassey. He placed in power an Indian leader he could control and reduced the power of the French. He accomplished the victory in a manner typical of Clive. With only a handful of men but with great boldness he defeated a much larger army.

The victory at Plassey brought him his first great fortune. The Indian leader paid Clive huge sums of money for putting him in power.

Clive became ill and had to return home to England. He used his money to influence English politics. Clive developed enemies because of his success, wealth and his idea of taking direct control of Indian territory rather than just trading for goods.

Because of the wars with France in the 18th Century, trade only became possible by keeping a military force in India. The force was paid for by the East India Company, a private company chartered by Queen Elizabeth in 1601, to control Indian trade. The company owners did not like the expense of maintaining an army. Clive saw the army as necessary and recommended that the British government take control if the Company would not provide an army.

Even though the Company ordered Clive back to India to bring order to the Bengal region, attacks upon Clive continued. Because of the great respect he commanded among the Indians, he brought order to and extended English control over the Bengal. When he returned to England, exhausted by the attacks upon his character, he committed suicide.

Clive was succeeded by Warren Hastings who continued Clive's policies. English control was expanded. Eventually, the East India Company was disbanded and the British government took direct control of India.

Robert Clive as a youth was a delinquent. In India he became a great leader. Clive, because of his policies and actions, became the founder of the modern British Empire.

1601: British East India Company is chartered by Queen Elizabeth I.

1612: First British outpost built in India at Surat.

1618: East India Company makes treaty to trade in any part of the Mogul Empire.

1725: Robert Clive is born in Styche, England.

1742: British East India Company hires Clive as a clerk in India.

1746: French under leadership of Dupleix attack British forts in Madras; Clive becomes active in the military.

1751: French establish dominance on the Eastern coast of India.

1752: Clive wins a series of victories against French.

1753-55: Clive returns to England.

1756: British soldiers are in Calcutta; captives die in a small prison room, the "Black Hole of Calcutta."

1757: Clive defeats French at Battle of Plassey.

1758: Clive is appointed President of Bengal.

1760: Clive returns home to England; engages in politics.

1761: French surrender Pondicherry and lose any control in India.

1763: Treaty of Paris ends war with France.

1764: Clive narrowly wins struggle for control of East India Company.

1765: Clive returns to India to help solve problems; reforms the government of the Company; reduces privileges of army officers of the Company.

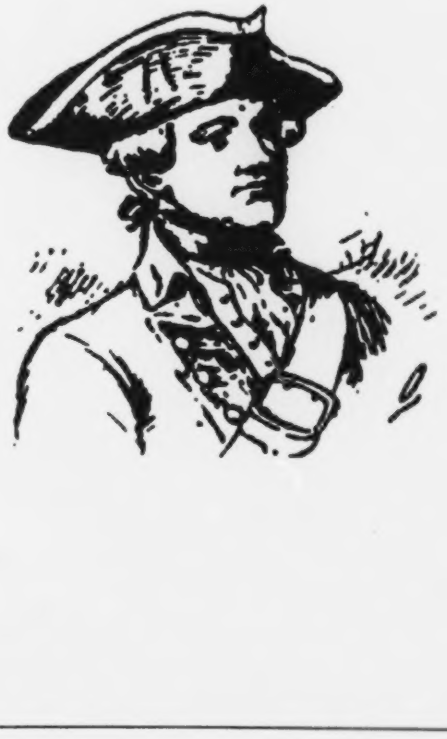
1766: Clive puts down revolt of the military officers of the Company.

1767: Clive returns to England.

1769: Clive's opponent Sulivan regains control of British East India Company.

1770: Sulivan directs attack upon Clive in England; accuses him of being corrupt.

1774: Robert Clive commits suicide.



Narrator: In the small English village of Market Drayton in the early 18th Century...

Shopkeeper: Get out of here, you urchins!

Robert Clive: We're only asking for a couple of pennies a month.

Shopkeeper: Get out of here before I take a stick to you. I'll show you little ruffians.

Youth: You'll be sorry.

Robert Clive: Be reasonable, Sir. We're only offering a service. You don't want anyone to break the windows in your shop, do you?

Shopkeeper: For a fat little boy, Clive, you have a lot of bile. I would tell your parents but they can't do anything with you. Now get out of here.

Youth: He just isn't very cooperative, Robert.

Robert Clive: Let's go.

Shopkeeper's Wife: That Robert Clive! He's a bad one. I'm not so sure that it isn't best to give 'em a few pennies just so they leave us alone.

Shopkeeper: I'm not going to let a gang of 10 and 11 year-olds threaten me. I'll take a stick to 'em and beat 'em good. Then I'll turn 'em over to their parents and let them whack 'em.

Shopkeeper's Wife: I'm not sure that's going to do any good. The Clive boy doesn't stay home much.

Shopkeeper: They can't stand the fat brat either, eh?

Shopkeeper's Wife: They got so many kids, they don't seem to be able to make him mind.

Shopkeeper: Maybe the school master, Reverend Burslem, can pound some sense into him.

Shopkeeper's Wife: That's unlikely. The boy not only is fat and ugly, he's a little on the dull side, you know. Not the kind to learn Latin and Greek.

Narrator: Meanwhile, the youths were deciding what to do about the shopkeeper.

Youth: Let's break his window tonight. That will teach the old codger a lesson.

Robert Clive: I think he deserves more than a window breaking. I think we should give him a special treat.

Youth: What do you have in mind, Robert?

Robert Clive: Let's dam up the gutter in the middle of the street and let all the sewage flow into his shop.

Youth: That's a great idea, Robert. Can you see him in the morning when he opens up the shop and finds rotting garbage, dead rats, and chicken guts all over the place?

Robert Clive: I think he'll pay us then.

Narrator: That night the boys built the dam to flood the shopkeeper's store.

Youth: Ichh! That stuff really stinks. Just to smell it makes you gag.

Robert Clive: Look out, the dam is breaking.

Narrator: Clive sat in front of the dam to brace it with his back.

Youth: Watch out, Robert. You're getting that stuff all over you.

Robert Clive: I don't care. I'm going to make sure this dam holds.

Youth: There. It's working. It's spilling through the doorway.

Robert Clive: Good. Tomorrow we'll be around to collect.

Narrator: Robert Clive continued to bother the townspeople of Market Drayton.

Butcher: Look, that Clive boy is up there near the top of the water tower.

Shopkeeper: Good.

Woman: It looks like he might fall.

Shopkeeper: I hope the little brat breaks his neck.

Girl: He'll be killed. He's up so high.

Rev. Burslem: Get down from there, Clive, before you fall.

Shopkeeper's Wife: I hope if he does come down that they beat the living daylights out of him.

Rev. Burslem: I'm not going to tell you any more. Get down here, now. I'm going to beat your behind for getting up there, Robert Clive.

Robert Clive: I'm not moving.

Rev. Burslem: What?

Robert Clive: I'm not moving.

Rev. Burslem: I'm going to give you the beating of your life.

Robert Clive: I'll only come down if you promise not to hit me.

Rev. Burslem: Listen here, Robert Clive, if you don't crawl down, you'll fall down.

Robert Clive: If I fall then you won't have a student and you won't get paid.

Rev. Burslem: Get down here now!

Robert Clive: Only if you promise not to beat me.

Rev. Burslem: All right. I won't beat you. Just come down.

Robert Clive: Give me time. I'm coming down.

Shopkeeper: Too bad he didn't fall.

Narrator: Robert Clive climbed down. His father had to make a decision about what to do about his son.

Richard Clive: You've been nothing but trouble to me.

Robert Clive: I've tried not to be.

Richard Clive: Well, you have. You're not much good here. Everyone is unhappy with you. You can't learn anything in school.

Robert Clive: I try, but I'm just not too good at Latin and Greek.

Richare Clive: Well, you're nothing but a booby and there is no place for a booby here.

Robert Clive: What do you intend to do with me? Send me to America?

Richard Clive: I hear that some young men are making very fine fortunes in India.

Robert Clive: That appeals to me.

Richard Clive: I intend to send you to school for that.

Narrator: When Clive was just 17, he was shipped off to India as a writer for the East India Company. A writer recorded the goods traded with the Indians. Clive was stationed in a hot, muggy post on the coast of India.

Writer: What are you doing, Clive?

Robert Clive: Here, take it.

Writer: What do you have the pistol for?

Robert Clive: Take it and fire it out the window.

Writer: There. It works.

Robert Clive: Well, I guess fate is saving me for something.

Writer: What do you mean?

Robert Clive: I just tried to kill myself with that pistol and both times it misfired.

Writer: You have to get hold of yourself, Clive.

Robert Clive: For what? So I can keep books in this wretched place for five pounds a year?

Writer: Well, after five years you can become a factor and begin to bargain with the natives.

Robert Clive: My father expects me to get rich out here. I don't see how it can be done.

Writer: Patience, man, patience.

Narrator: Meanwhile, the Governor of the French East India Company at Pondicherry, 85 miles south of Madras, was planning to drive the English traders from India. The fort at which Clive worked was captured by the French and the English had to move on.

Governor Hinde: Since Fort St. George has been captured by the French, we'll put you people up here at Fort St. David.

Lt. Bulkey: What will we do here? You already have your writers and factors.

Governor Hinde: We can give you temporary writerships. But what we really need are soldiers. So you have a choice of joining the military or taking a job as a writer.

Lt. Bulkey: What are you going to do, Clive?

Robert Clive: I certainly don't want to continue as a writer.

Lt. Bulkey: The military, then?

Robert Clive: It sounds a lot more interesting than logging numbers in a book. Governor, I want volunteers.

Governor Hinde: It will be dangerous work, Clive.

Robert Clive: I believe I'm up to it.

Narrator: And so Clive became an officer in the foot soldiers. The French continued to press the attack against the English.

Governor Saunders: Those people in London just don't understand the situation out here.

Robert Clive: What is the matter?

Governor Saunders: They want us to remain neutral.

Robert Clive: Don't they realize that the French are on the move?

Governor Saunders: They're afraid that fighting will interfere with trade and reduce the profits of the company.

Robert Clive: If we don't do something soon, we won't be here to engage in any trade.

Lt. Bulkey: Chanda Saheb is moving against Mohammed Ali.

Governor Saunders: They don't realize that if Chanda Saheb becomes the nabob of this area, the French will persuade him to throw us out.

Narrator: The English sent help to Mohammed Ali in his capitol of Trichinopoly. The French and Saheb laid siege to the fortress. Clive was sent to find out the condition of the defenders.

Governor Saunders: I don't know how long they will be able to hold out. What did you find out, Clive?

Robert Clive: I doubt that they will be able to hold out very long.

Governor Saunders: What is the problem? Aren't they behind a walled fortress?

Robert Clive: Our Commander and Mohammed Ali don't get along and their forces are outnumbered. The French had 900 men to our 600 and Chandra Saheb has ten times as many men as Mohammed Ali.

Governor Saunders: We don't have any more men to spare to support them. I guess we'll just have to hope for the best.

Robert Clive: I have a plan, Sir.

Governor Saunders: What is it?

Robert Clive: While the French and Chanda Saheb are attacking Trichinopoly, we can attack Chanda Saheb's capital, Arcot.

Governor Saunders: That is a daring idea. But his capital has 100,000 inhabitants and is defended by over 1,000 men.

Robert Clive: If it works, Chanda Saheb will have to give up the siege of our forces and return to protect his own city.

Governor Saunders: We don't have much to spare in the way of forces. Perhaps 200 of our own troops, and 600 natives.

Robert Clive: That will be enough. We'll take them by surprise.

Narrator: Clive with his troops marched to Arcot. Even severe thunder and lightning storms did not stop him.

Sergeant: Saheb's troops have deserted the fort.

Robert Clive: I wonder why?

Sergeant: This native says that they were afraid of the gods. They thought that we were protected by the gods when we marched through the storms. What do you want us to do?

Robert Clive: Occupy the fort.

Sergeant: Do you think that we can hold it if Saheb's troops come back from Trichinopoly?

Robert Clive: It will be difficult, but let's stock up on provisions. We'll have to do the best we can.

Lt. Bulkey: Sir, we found $75,000 inside the fort.

Sergeant: That's a bit of luck, Sir. It makes our efforts worthwhile.

Robert Clive: To whom does it belong?

Lt. Bulkey: The natives say the local merchants.

Robert Clive: Good. Find out who they are and return it to them.

Sergeant: Return it to them?

Robert Clive: That's right. Maybe it will persuade them that they shouldn't take sides when Saheb returns.

Sergeant: I see, very clever, that.

Narrator: Finally, Saheb's troops began to return and surround Arcot.

Lt. Bulkey: Another 4,000 men returned and are camped outside the city.

Robert Clive: They are eventually going to overwhelm us. They are gradually moving their camps closer and closer. They know that they have us outnumbered. They are mistaking our inaction for weakness, but they are not sure.

Lt. Bulkey: Eventually, they're just going to overwhelm us with numbers.

Robert Clive: I think we might upset their plans a bit.

Narrator: On a foggy night, Clive left the fortress with three platoons of English troops and his 600 sepoys.

Lt. Bulkey: They outnumber us ten to one.

Capt. Kilpatrick: Quiet. Clive wants no noise.

Sergeant: Pardon me, Sir, but it seems that we are marching straight for the Saheb's camp.

Capt. Kilpatrick: That's right, quiet now.

Robert Clive: When we reach the edge of the camp, we'll stop and fire rockets into the camp. I don't want any musket fire. I don't want them to pick out our position.

Narrator: The troops drew to a halt along the edge of Saheb's camp and fired the rockets.

Sergeant: Look at the heathens run!

Lt. Bulkey: They're confused. They don't know what's happening.

Sergeant: They're firing on each other.

Robert Clive: Good. Now we'll march right through their camp. When I give the order, we'll stop and fire.

Lt. Bulkey: We'll cut them to ribbons.

Narrator: Clive's troops marched through the encampment and cut down the Saheb's soldiers. Then they marched safely back to the fort. The Saheb's troops with reinforcements attacked the fort and failed to take it. Clive returned to England. He was now famous and highly respected.

Richard Clive: I'm glad you have returned, Robert. You have many admirers in England.

Robert Clive: I've returned a good deal richer than I expected.

Richard Clive: You have made a name for yourself here.

Robert Clive: True, but I can't abide by the social life here. I can't dance. I don't make small talk very well. I'm afraid if I stay here too long, I'll wear out my welcome. I want to go back to India.

Richard Clive: But you don't look well.

Robert Clive: I'm worn out, but as soon as I recover I must go back.

Richard Clive: Stay here. You can now make a respectable life for yourself.

Robert Clive: There is work to be done out there and I can do it better than anyone. The Frenchman Dupleix is a great danger to English interests.

Richard Clive: What difference does it make to you? There are others who can carry on.

Robert Clive: Dupleix is good. He can convince the Indian Nabobs to support him. He is a tough opponent. His weakness is that he is not a good military leader. That is where I can defeat him.

Narrator: Clive returned to India. There he discovered that Dupleix had been fired by the French and had returned to France, and the French government had sent a new, large army to India with the goal of driving the English out.

Governor Drake: I say, Clive, something must be done about the Surajah Dowlah. He's wrecked our business here.

Capt. Minchen: Not to mention what he did to our people in the Black Hole there.

Robert Clive: Yes, I was sorry to hear about that.

Governor Drake: Only 23 survived that night in that stuffy, little jail cell.

Capt. Minchen: These people are nothing more than barbarians, putting 150 people into that little room with no ventilation. They wanted the people to suffocate. The sooner we get rid of them the better.

Robert Clive: Barbarians, perhaps, but very rich barbarians.

Governor Drake: I say, let's attack them and destroy them.

Robert Clive: First of all, Governor Drake, you must be realistic. You helped provoke the attack by entertaining one of the Nabob's enemies. And secondly, whether we like it or not the company does not have a big enough army to defeat the Nabob. We must have Indian forces on our side.

Governor Drake: We have our sepoys.

Robert Clive: A few thousand. The Nabob can put into the field a much larger army. In addition, he has the help of the French.

Governor Drake: Well, we must do something. We are losing money every day.

Robert Clive: I've heard rumors that there are those unhappy with his rule. We could possibly help those who want to get rid of him.

Admiral Watson: I don't like the idea of playing local politics.

Robert Clive: That is the way things are done here. We either control the native rulers or the French will. There can be rich profits for us all.

Governor Drake: How is that?

Robert Clive: Meer Jaffier, who is willing to get rid of his nephew, will pay us for our support.

Governor Drake: I like that idea just fine.

Admiral Watson: I'm opposed to it.

Narrator: Clive went ahead with his plans for a revolt. He decided to force the issue with Surajah Dowlah at Plassey.

Coote: Do you think Meer Jaffier will join us?

Robert Clive: I don't know. I'm worried. He has not sent any word for several days.

Coote: Maybe the fellow decided not to go through with it. These Indian Nabobs always seem to be changing their minds.

Robert Clive: We need his help. How many men does the Nabob have out there?

Capt. Kilpatrick: About 50,000 and 53 heavy cannon.

Robert Clive: I don't see how we can fight without the help of Meer Jaffier. They have us clearly outnumbered.

Coote: I think we can beat them, Sir.

Capt. Kilpatrick: Don't be foolish, Coote. They'll cut us to pieces.

Narrator: Not getting the help he expected, Clive decided to hold his position and then attack at night when something unexpected happened.

Robert Clive: What are you doing, man? I told you to hold your position.

Capt. Kilpatrick: But they were retreating.

Robert Clive: They still outnumber us 10 to 1. We don't know what they are going to do. We still have Meer Jaffier's army out there and only God knows what he plans to do.

Capt. Kilpatrick: I'm sorry. I can have my men withdraw.

Robert Clive: That will be even worse. If they see us retreat then they'll be all over us.

Capt. Kilpatrick: What are we going to do?

Robert Clive: We'll have to attack. Have your men bring up some cannon and we'll fire into their ranks.

Narrator: Clive's bold attack with just a few men worked. The enemy broke ranks and fled. Clive was not appointed President of the company in Bengal. He continued to fight for several years to protect Bengal and then returned to England in 1760.

Robert Clive: I propose a solution to the problem.

Sulivan: The only solution is to improve the trade.

Robert Clive: But that cannot be done unless we put down all of the opposition. The French have two regiments of Europeans in the field against us now.

Capt. Kilpatrick: And the Indian Nawabs are always intriguing. You never know what they're going to do.

Sulivan: What is it that you propose, then, Clive?

Robert Clive: That we simply take control of the Bengal; that we rule it for the Grand Mogul who will pay us a considerable sum for that purpose.

Sulivan: That will take a large standing army.

Robert Clive: That is correct. 2,000 well trained men ought to be able to do it.

Sulivan: The company cannot afford that expense.

Robert Clive: Perhaps, the British government would be willing to cover the expense.

Sulivan: That is being disloyal to the company and its stockholders. Trade is what this company is all about, not military operations.

Robert Clive: If it weren't for the military operations the French would have driven us out of Bengal a long time ago.

Narrator: Sulivan and Clive struggled for control of the company while France and England fought a war. The company's interests in India suffered badly during the war and Clive was asked to return.

Robert Clive: What happened? When I left there was general peace.

Capt. Kilpatrick: Things got out of hand. Officers of the company began by taking payments and everyone began to get in on the private trading.

Robert Clive: They have always been allowed to trade privately.

Gen. Carnac: It is different now. The company employees are selling their duty-free privileges to Hindu traders.

Capt. Kilpatrick: The company isn't making any money but everyone else is. They sell the goods to other traders rather than the company.

Robert Clive: There is now a company prohibition against free trade. That practice will bleed the company dry. What about the matter of gifts?

Capt. Kilpatrick: The company leaders set up a Nawab and took a gift from the Nawab.

Robert Clive: Is that true?

Governor Johnstone: Yes, all of the leaders of the commission received gifts.

Robert Clive: The company has a policy against the giving of gifts.

Governor Johnstone: I see nothing wrong with it. That is how you made your fortune. You received an award for helping Meer Jaffier.

Robert Clive: Precisely. I was paid for services rendered. I brought peace to the region. That is not the case now. You received a gift for putting a sick-minded youth on the throne.

Governor Johnstone: The officers of the company have to have some way of making money in this God-forsaken place. The company pays so poorly.

Robert Clive: It is true the company pays poorly, but that is no excuse for greed. The officers of the company have become so soft they can't even field an army.

Capt. Kilpatrick: They can go to war. It's just that they want to go to war in luxury. Each officer wants to take his own cook, barber, groom, washerman and servants. We have more servants in the field than soldiers.

Robert Clive: That must end immediately. I want a force that can move quickly, and the company is tired of paying the expense. I'm cutting their pay by one-fourth.

Gen. Carnac: The men are not going to like that. Regular company pay is not much.

Robert Clive: I'm going to create a board of trade. It will control the trade in salt and will tax that trade. Then the profits that it makes can be used to reward all of the government officials and high ranking army officers.

Capt. Kilpatrick: That sounds like a good idea.

Robert Clive: It should work. That way we can eliminate the private trading and gifts and pay the employees of the company adequately.

Narrator: Clive's plan did work. Many of the army officers revolted because they were not included in the Board of Trade, but Clive swiftly put down the revolt. Falling ill, he returned to England. There he faced another revolt. Now he was attacked in Parliament.

Maj. Burgoyne: The simple fact of the matter is that Clive lined his pockets at the expense of the East India Company.

Robert Clive: That is not true. The gifts received were perfectly legal at the time. And they were given freely for services rendered. I brought peace and prosperity to the Bengal. The Indians rewarded me for that.

Maj. Burgoyne: Isn't it true that you forged Admiral Watson's name to the treaty with Meer Jaffier?

Robert Clive: That is true, and I'd do it again if I had to. It was necessary to bring peace to the area and Watson wouldn't sign it.

Narrator: Parliament decided against taking any actions against Clive. But Clive was saddened by the attacks. He committed suicide on November 22, 1774. Parliament passed a new law regulating the company, and the British government, following Clive's suggestions, gradually took control of India.

The End

Robert Clive — Study Guide

1. Why was Clive sent to India?

2. What was the name of the company operating in India?

3. What problems did the company have in India?

4. How did Clive become involved in miliatry operations?

5. What was Clive's greatest military victory?

6. What were the problems of the Bengal trading outpost?

7. What did Clive do to solve the problems?

8. Who was the chief English opposition in India?

9. Who was Clive's opposition at home?

10. Why did some people in the East India Company oppose Clive?

11. What did Clive see as a solution to the Company's problem in the Bengal?

12. When Clive returned to Bengal for the final time what problems did he find?

13. How did he attempt to solve the problems?

14. How did Clive die?

15. How old was Clive when he won his first series of victories against the French?

Unscramble the words below to complete the sentences. These are terms used in dealings between two countries.

1. When Clive wanted to make an agreement with an Indian ruler he sent an (VNEOY) _________________________ to meet with the ruler.

2. Sometimes the Indian rulers would send an (RSSMEIAY) ____________________ to meet with Clive.

3. If they found themselves in agreement, they would sign a (TRTYAE) ____________.

4. Clive was always searching for (SLLAIE) _________________ among the Indian Nawabs.

5. Clive was disappointed in Meer Jaffier because he remained (LRTNEUA) ______________________ in the Battle of Plassey.

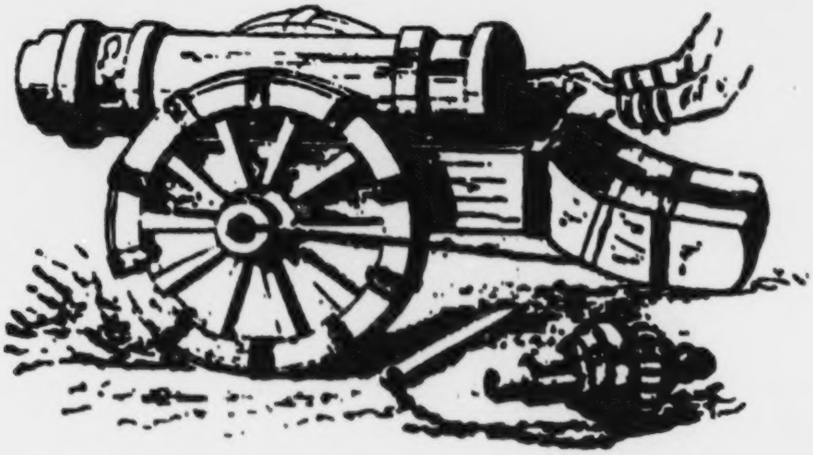
6. When two countries (TTGNEOIAE) _________________________ with one another,

7. ...it is called (CMLPDIOAY) ___________________________.

8. During the middle of a battle Clive would sometimes call a (CTRUE) ___________.

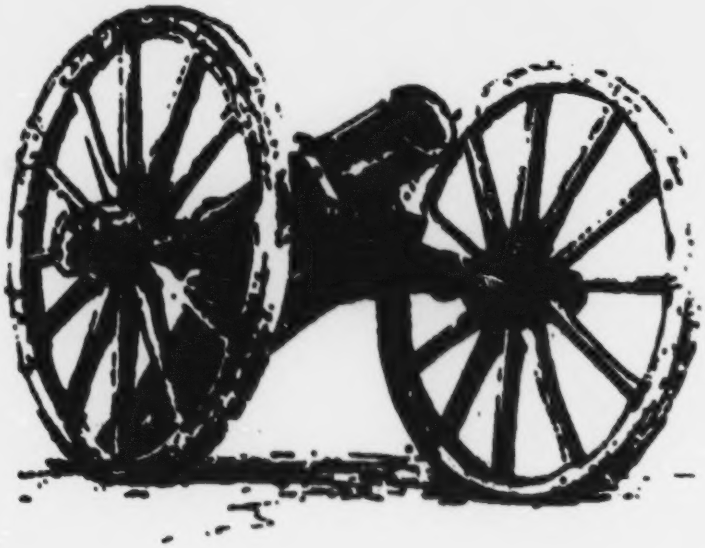
9. When Clive signed a treaty he knew he had an (TNMRGAEEE) _______________.

10. Sometimes Clive had to send messages in (ODCE) _______________ to avoid detection.



Unscramble the words below and complete the sentences.

1. India was ruled by the (GLUMO) ______________ emperors.
2. These rulers were (RNGRFOEIES) ____________________.
3. So India was quite accustomed to (NGRFOEI) ______________ invaders.
4. The native people of India follow the (DNHIU) _________________ religion.
5. The emperors were (MLSMOE) ____________________.
6. (MSLRPMIEIAI) ______________________ is the act of controlling another country.
7. An Indian ruler was called a (BWNAA) ____________________.
8. The chief official of a trading post was given the title of (RNRVGEOO) ____________________.
9. (TNMLRPAIAE) ______________________ made a new law regulating the company.
10. Clive helped establish the British (RPMEIE) ___________________.



Robert Clive — Word Scrambles

Unscramble the names of the people and places in the sentences below.

PEOPLE

1. The founder of the British Empire in India was (VILEC) ____________________.

2. The French leader who was extremely effective against the British in India was (XLPDUEI) ____________________________.

3. The English Queen who established the English East India Company was (HTBZLEIAE) ____________________________.

4. Robert Clive's chief opponent was (NVLSUIA) __________________________.

5. The English governor of India after Parliament passed a new act regulating the East India Company was (SGNTSHAI) __________________________.

PLACES

1. The site of Robert Clive's decisive battle was (YSSLPAE) ___________________.

2. The large peninsula jutting out south of Asia is called (DNIIA) _______________.

3. The most famous episode in Indian history centers around the "Black Hole of (TTCLCAUA)" ____________________________.

4. The first trading outpost at which Robert Clive was stationed was (SRDMAA) ________________________.

5. The rains that come to India are called (SNSNMOOO) _____________________.

6. A well-known city on the west coast of India is (BBYMOA) ___________________.

7. The area around Calcutta is known as the (LGNBEA) ______________________.

Who's Responsible?

Suraja Dowlah was the Indian ruler of Bengal. He was afraid of Europeans who were strengthening their forts on the Indian coast. He ordered them to stop. The French said they were repairing some storm damage. The English threw out Dowlah's envoy.

Governor Drake also entertained a man named Kissendass who was an enemy of Dowlah. Kissendass had been invited to Calcutta by a Hindu trader named Omichund. Omichund had a grudge against the English and he thought by inviting Kissendass and encouraging the governor to entertain him he would anger Dowlah.

Drake did not believe that Dowlah would make war on the English. Dowlah did. Dowlah's soldiers surrounded the English fort. Governor Drake escaped on one of the ships. One hundred ninety were left.

Dowlah met with the leader of the people remaining and assured their safety. He left one of his generals, Manikchand, in charge.

That evening 150 of the people were herded into a 14 by 18 foot cell that had only two small windows for ventilation.

During the night, people began to pass out for lack of air and water. The prisoners begged to be released, but Dowlah had ordered them to be kept prisoner and Dowlah must order them to be set free. He was no longer around.

The next morning only 23 of the 150 were still alive.

Who was most responsible for their deaths, and why? Put a "1" by the most responsible, a "2" by the next, and so on.

Drake:_____ ____

____

Omichund:_____ ____

____

Dowlah:_____ ____

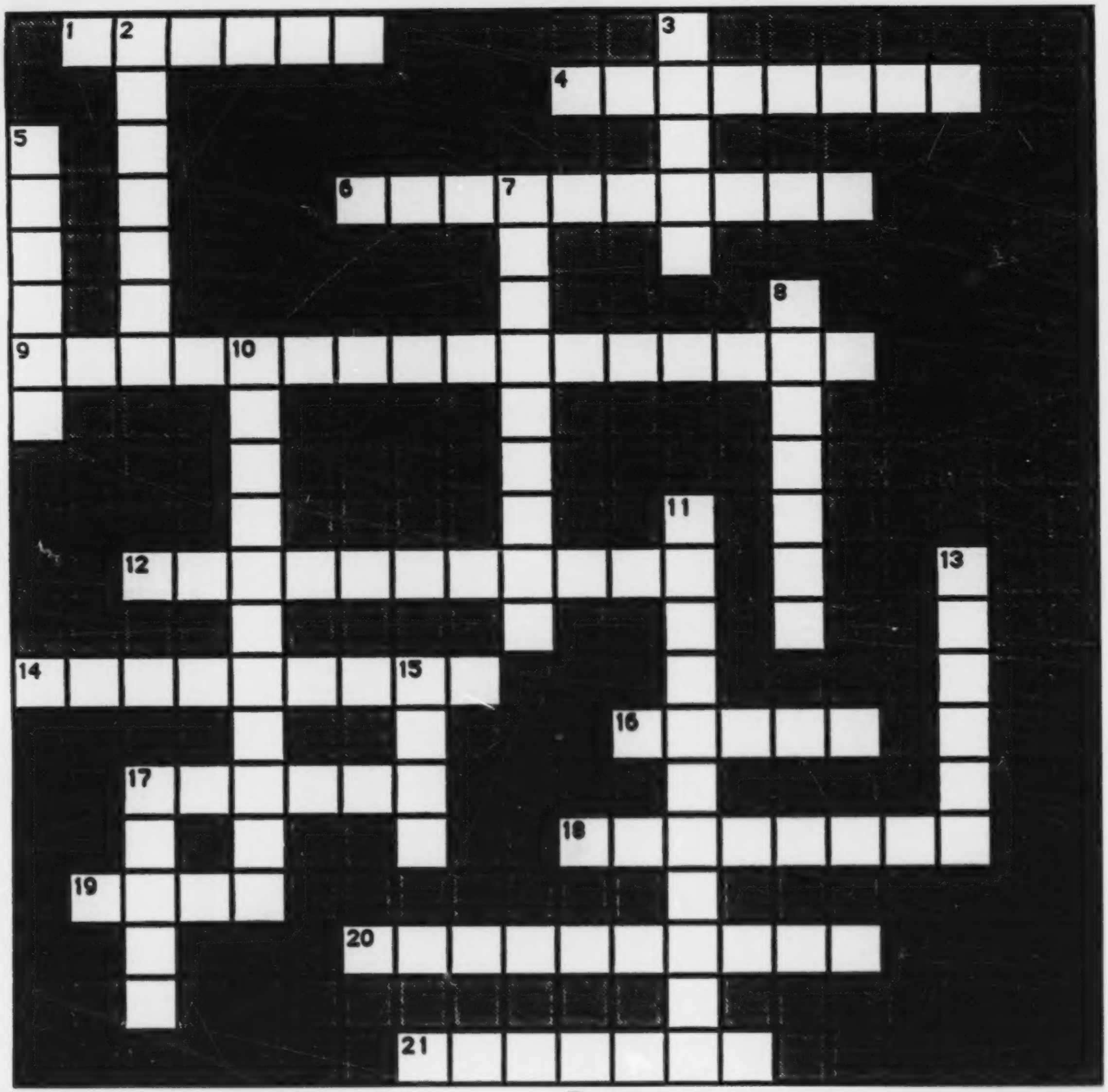
Manikchand:_____ ____

____

____

____

Clive Crossword



Across

1. An old fashioned gun.
4. People who worship more than one god.
6. Uncivilized people.
9. English trading company (3 words).
12. Builder of the British Empire in India (2 words).
14. To make an agreement.
16. Indian religion.
17. An Indian state.
18. Army units.
19. What Indians don't eat.
20. Supplies.
21. Leading imperialist country.

Down

2. Dirty children.
3. Language of scholars.
5. Follower of Mohammed.
7. Prison in Calcutta (2 words).
8. Natives of India.
10. People living in an area.
11. Fresh air moving into an enclosed space.
13. Early invaders of India.
15. A story.
17. Footwear.

Robert Clive Test

Fill in the blanks with the correct answers.

1. The name of the trading company for which Robert Clive went to work was

   ______________________________.

2. Clive became involved in military operations for the company because

   ____.

3. The great French military leader who was putting the British on the defensive was

   ________________________.

4. Clive won a decisive battle in India at ____________________________.

5. Clive's policy in India was to ____________________________________.

6. For the military aid he gave to Indian leaders, they in turn gave Clive

   ____.

7. Since the trading company paid low wages, employees of the company enriched them selves by ____.

8. In order to cure this problem the company and Clive took a series of steps. What were they? ____

   ____

9. Why did Sulivan oppose Clive? ____

10. What did the British Parliament finally do about the British East India Company?

    ____

Christopher Columbus and the Age of Exploration

Plays, Puzzles and Activities About World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201
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Columbus Teacher's Guide

INTRODUCTION

This unit contains a play and a series of activities about Christopher Columbus. The play and activities may be reproduced in class sets for student use. The activities reinforce the vocabulary and facts introduced in the play, introduction and the chronology. The students will need to use all three items in completing the activities.

Two of the activities are decision making activities which involve the students in choices that had to be made by Columbus and King John II.

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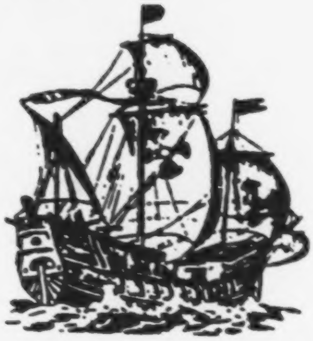

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CHARACTERS

There are 16 parts in this play. The number of speaking lines is indicated in parentheses.

First Narrator (14)
Diego Ortiz de Villegas (12): A member of the Maritime Advisory Committee to John II, King of Portugal.
Christopher Columbus (121): A sea captain from Genoa.
Toscanelli (20): An Italian geographer.
Master Rodrigo (10): A member of the Maritime Advisory Committee and the King's physician.
Master Jose Vizihno (11): A member of the Maritime Advisory Commission and a mathematician.
Bartholomew Columbus (15): Christopher's brother.
King John II (18): The King of Portugal.
Second Narrator (36)
Queen Isabella (29): The ruler of Castile.
King Ferdinand (46): The ruler of Castile.
Father Juan Perez (6): Columbus' companion.
Luis de Santangel (6): Royal Treasurer.
Diego Columbus (41): Christopher's second brother.
Francisco de Bobadilla (31): Servant of the Spanish Crown.
Royal Commissioner (4): Advisor to the Spanish monarchs.

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ANSWERS

Study Guide

1. to find Japan; 2. a share of the wealth and control of the area discovered; 3. sailing around Africa; 4. too far; he miscalculated the distance; 5. could not find gold easily; 6. because of complaints by colonists and harsh treatment he meted out to some; 7. Cortez and Pizarro; 8. Magellan; 9. Drake; 10. because they were busy fighting a war to unite Spain

Test

1. Isabella and Ferdinand; 2. Portugal; 3. claimed he miscalculated the distance; 4. Magellan; 5. did not find large quantities of gold; 6. the colonists did not want to work; 7. Spain became wealthy but suffered a decline in manufacturing because they could easily buy things with their gold.

Test

1. Isabella and Ferdinand; 2. John II; 3. Canary; 4. Isabella; 5. of mismanaging the colony; 6. they could not find gold easily; 7. Toscanelli Alfragan and Marco Polo; 8. he miscalculated the distance; 9. Cortez and Pizarro; 10. Magellan and Drake; 11. introducing large amounts of gold which made Spain a wealthy and powerful country.

Activity 1

1. degree; 2. nautical; 3. navigation; 4. mariner; 5. expedition.

Activity 2

PEOPLE: 1. Pizarro; 2. Francis Drake; 3. Magellan; 4. Isabella; 5. John II. PLACES: 1. Caribbean; 2. Santo Domingo; 3. Spain; 4. Canary; 5. Pacific.

Activity 3

PEOPLE: 1. Ptolemy; 2. Toscanelli; 3. King Ferdinand; 4. DaGama; 5. Diego. PLACES: 1. Genoa; 2. Cuba; 3. Portugal; 4. Hispaniola; 5. Atlantic.

Activity 4

Answers are on page.

Activity 5

Answers will vary.

Activity 6

Answers will vary.

Crossword Answers

ACROSS
2 EXOTIC
3 GOLD
5 CALCULATIONS
9 INDIANS
11 PORT
12 SEA
15 SPICES
16 VOYAGE
17 DEGREES
18 SHIPS
19 JAPAN

DOWN
1 PORTUGAL
2 EXPLORERS
3 GEOGRAPHER
4 NUGGETS
5 COLONY
6 ASIA
7 SILK
8 ASTRONOMERS
10 ITALY
13 EXPEDITION
14 HISPANIOLA
15 SPAIN

Columbus' actual name was Christophe Colombo. He became a sailor and a chart-maker. He settled in the Madeira Islands in the Atlantic Ocean where he saw strange trees and seed pods that had washed up on the beaches.

He carried on correspondence with an Italian geographer who was convinced that the famed Indies could be reached by sailing west across the Atlantic. Columbus became obsessed with this idea.

Columbus, originally from Genoa, Italy, first tried to convince the Portuguese to back an expedition to the west. The Portuguese were trying to reach the Indies by sending explorers around Africa. They rejected Columbus' proposal. He then went to Spain. He had to wait eight years before the Spanish monarchs accepted his proposal.

During the next ten years, Columbus made four voyages to the Indies. Columbus never doubted that he discovered the Indies, but he did not find the fabulous wealth that he believed was there. Columbus did not realize that he discovered a new world.

Columbus' discovery brought him much misery. He had difficulty controlling the colonists whom he brought to settle the new colony. They did not like the climate and were disappointed that gold was not easy to find. They were in constant revolt. Finally, the King and Queen of Spain relieved Columbus of his power to rule the new colony. Columbus died a disappointed man.

However, a few years after his death, Spanish explorers discovered the great wealth of the Incas and the Aztecs in the new world. The discovery of gold and silver made Spain a rich and powerful country. It also inspired England to send out its explorers to discover new lands, and pirates to attack Spanish ships.

Magellan found the way around South America and sailed across the Pacific Ocean. Sir Francis Drake also sailed around the world while escaping from Spanish ships. The western route to the Indies was finally discovered and the way opened for trade across the Pacific. At the same time, the Portuguese developed their trading routes around Africa, and a new era of world-wide trade opened. Columbus' "discovery" ushered in a new age of wealth, colonization and international conflict.

Directions

Answer the questions below by reading the introduction and the play.

1. What was Columbus' goal in sailing across the Atlantic?

2. What did Columbus want for himself?

3. How did the Portuguese propose reaching the Indies?

4. What were the arguments against Columbus' approach?

5. Why were the colonists unhappy in the New World?

6. Why was Columbus put in chains and sent to jail?

7. Who eventually discovered what Columbus was seeking?

8. What Spanish explorer led an expedition around the world?

9. What Englishman preyed upon Spanish ships?

10. Why did the Spanish delay in supporting the project?

Columbus Chronology

1451: Christopher Columbus is born in Genoa, Italy.

1470: Begins work as a sailor.

1477: Sails to Iceland.

1477: Becomes a chartmaker in Lisbon, Portugal.

1480: Moves to the Madeira Islands. Makes voyages to the African coast to trade.

1484: Proposes the voyage to the Indies to King John of Portugal.

1485: Goes to Spain.

1487: Bartholomew Dias discovers the Cape of Good Hope.

1488: Columbus in Portugal.

1492: Columbus sets sail on first voyage.

1493: Columbus sails on second voyage. he establishes the colony of Isabella.

1494: Columbus explores Cuba, Jamaica and other Caribbean Islands.

1494: Bartholomew Columbus (Christopher's brother) arrives in the colony of Isabella with more supplies.

1494: Fray Buil and other Spaniards return to Spain and complain about the Columbus brothers.

1495: A representative of the King and Queen come to investigate Columbus.

1496: Columbus returns to Spain to defend himself.

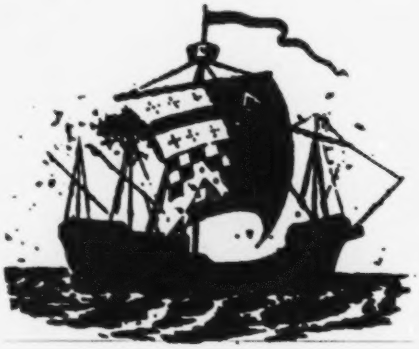
1496: Colony of Isabella is abandoned and Santo Domingo is founded.

1498: Columbus begins third voyage; explores coast of South America.

1500: Bobadilla arrives in Santo Domingo; puts Columbus in chains and returns him to Spain.

1502: Columbus embarks upon fourth voyage; explores Central America; is stripped of power over colony.

1506: Christopher Columbus dies.



First Narrator: European Kings in the last half of the 15th Century were trying to find a new way to Asia. The Moslems had cut off the Europeans' valuable trade in spices, gold, and silk.

Diego Ortiz de Villegas: No, no, no. It won't work.

Christopher Columbus: It will. All of the evidence points to it.

Master Rodrigo: We don't think so.

Master Jose Vizinho: Captain, we don't doubt your seamanship, we doubt your arithmetic. You have miscalculated the width of the ocean.

Toscanelli: Ptolemy says that each degree is 50 miles. We believe he is in error. We think that the Arab geographer, Alfragan, is correct in figuring it is 45 miles.

Master Rodrigo: We think, Captain Columbus and the Honorable Toscanelli, that you made a mistake in your reading of Alfragan. If you interpret his math correctly, it is closer to 66 miles.

Diego Ortiz de Villegas: To make matters simpler, Captain, we believe that sailing around Africa is the shortest way to the Indies.

Christopher Columbus: I think that you are sadly mistaken. The evidence is abundant. It would not take long to sail across the Pacific to reach the island of Cypango.

Toscanelli: You must remember, Gentlemen, that it took Marco Polo months to cross Asia on his trip to China. We estimated that it is 225 degrees distance across Asia and it is 28 degrees more to China. Cypango is 30 degrees beyond that.

Christopher Columbus: So the long way around is 283 degrees. Now if we sail due west from the Canary Islands, we will only have to cover 68 degrees.

Toscanelli: And that would be a voyage of about 3,000 miles.

Prince John: We appreciate your efforts, but we believe your calculations are in error.

Christopher Columbus: Everyone who has sailed up and down the coasts of Africa and Europe knows that there is land not far across the ocean.

Toscanelli: You have heard about the bodies that have washed up on the Irish coast. They had faces like the Chinese.

Diego Ortiz de Villegas: I've heard of such stories but we do not consider that proof that there is land that close to us. We don't know how far those bodies travelled.

Master Rodrigo: That is, if the story is true.

Toscanelli: There is other evidence.

Christopher Columbus: I have seen with my own eyes exotic logs that have washed up on the shores of the Azores. There are trees that have giant seed pods. They are long like beans. I think they are from Cypango.

Diego Ortiz de Villegas: They may well be, but you do not know how far they floated.

Toscanelli: We believe our calculations to be correct.

Christopher Columbus: It seems to me, to enjoy the riches of Cypango would be worth the gamble.

Toscanelli: You must remember that Marco Polo said that Cypango is far richer than China.

Christopher Columbus: We do not ask for much; just provide us with supplies and several ships. It could be a very profitable investment.

Prince John: The problem, Captain, is that you want too much. You want a percentage of the gold and we do not give that to captains who head explorations.

Christopher Columbus: And I want to be ruler of any lands that I conquer and I want the title handed down to my sons.

Diego Ortiz de Villegas: Under the name of the King of Portugal, of course.

Christopher Columbus: That goes without saying.

Prince John: The price is too high.

Christopher Columbus: You leave me no choice, then, but to go elsewhere.

Second Narrator: Columbus sailed to Spain to find support. The Portuguese were partially convinced.

Prince John: Maybe we should see if Columbus was right.

Diego Ortiz de Villegas: It wouldn't cost much.

Master Rodrigo: I think his calculations are wrong, but if they are right it should only take 40 days to reach Cypango.

Master John Vizinho: I'm not sure that it is worth the cost.

Prince John: We've been spending a lot of money trying to find our way around Africa and we haven't been very successful there.

Master John Vizinho: It is a simple matter of sending two ships west for 40 days. If they don't find anything they can turn around and come back.

Prince John: And if they are successful, we won't have to pay Columbus' price.

Master Rodrigo: Very clever.

Prince John: I think we can even improve on Columbus' suggestion. We can sail from the Azores instead of the Canaries. They are much further west than the Canaries.

First Narrator: The Portuguese explorers did not find anything. Also, Columbus had little luck in Spain. He waited for six years for the court to decide.

Queen Isabella: Christoforo, my good friend, it is good to see you.

Christopher Columbus: I am glad to be at your court again.

Queen Isabella: Now that we have ended the war and conquered Granada, we are in a position to discuss your proposal.

Christopher Columbus: I've waited six long years.

King Ferdinand: I know you have had to be patient, but as you know, we could not make a commitment because of the war with Granada.

Queen Isabella: ...even though we have been most desirous of supporting your adventure.

Royal Commissioner: The Royal Commission supports the voyage. The Portuguese have had an advantage over us with so many explorers at sea.

Perez: They will surely find a passage some day, and they will claim all of the lands. Captain Columbus' way will be shorter and quicker.

Queen Isabella: And will bring greater profit to the crown.

King Ferdinand: God knows we need the money. This war to unite Spain has cost so much.

Perez: I am sure we will find Cypango which Marco Polo said was the richest land in the Indies.

King Ferdinand: I hear, however, that you have a request, Captain.

Christopher Columbus: Yes. When I claim the Indies in your name I want a number of things.

King Ferdinand: What are they?

Christopher Columbus: I want the title Admiral and the appointment of governor and viceroy of any of the lands that I discover and I want the titles to be passed on to my sons.

Queen Isabella: I see no difficulty with the titles though I'm not sure they should be hereditary.

Christopher Columbus: I also want 10% of all the profits that are made.

King Ferdinand: What? That is outrageous.

de Santangel: It may not be so outrageous, your Majesty. If the wealth of the Indies is such as we know it to be, it would be a small price to pay.

King Ferdinand: But we have to pay for the expense of outfitting the expedition. Three ships cost money.

de Santangel: It will cost less than a week's entertainment in court to outfit the ships.

King Ferdinand: Nevertheless, I do not like being held up by this man.

Christopher Columbus: I would like to point out that it is I who have been held up. I have waited patiently all these years.

King Ferdinand: Yes, and six years ago you were willing to make the trip for expenses only.

Christopher Columbus: I have lived in poverty while I have been waiting.

King Ferdinand: We know that you have not spent all of your time here. You've been trying to persuade the French and the Portuguese to accept your plan.

Christopher Columbus: And we will continue to do so.

King Ferdinand: In short, you are giving us a take-it-or-leave-it offer.

Christopher Columbus: I see no reason to negotiate. I think it is a very good offer.

King Ferdinand: Well, I don't.

Queen Isabella: I don't think we should be too hasty about this.

King Ferdinand: I won't have anything to do with it.

Christopher Columbus: I guess, Perez, we'll have to saddle our donkeys and head for France. Perhaps my brother has made some progress in persuading the French Court to adopt our plan.

Second Narrator: The following day de Santangel persuaded the court to change its mind. Columbus was recalled to the court and an agreement was signed. The Queen did not take a loan on her jewels to finance the trip.

First Narrator: Columbus sailed from the Canary Islands knowing that the winds were more favorable from that location. He found land and returned.

Second Narrator: He gathered a larger expedition and returned to the West Indies with a fleet of 17 ships and 200 volunteers to set up a colony on the island of Hispaniola. The colony was called Isabella. He put the men to work building a town and sailed off to explore Cuba. When he returned there was trouble.

Christopher Columbus: It is good to see you, Bartholomew. Did you get my letter?

Bartholomew Columbus: No. I received no letter.

Christopher Columbus: I wrote you as soon as I returned from the first voyage.

Bartholomew Columbus: Communications are so bad between France and Spain. Nevertheless, I'm here. I'm sorry I missed your second voyage.

Christopher Columbus: How did you get here?

Bartholomew Columbus: When I reached Spain you had already left on your second trip and I discovered that my brother was a famous discoverer of a new land. Then I caught Torres' supply ship. Where have you been?

Christopher Columbus: Exploring some of the islands. How have things been here?

Diego Columbus: Miserable. I have had nothing but problems since you left.

Christopher Columbus: What has gone wrong?

Diego Columbus: Some of the men began raiding Indian villages, assaulting the women and torturing the men to get gold from them.

Christopher Columbus: The Indians are so peaceful here. That behavior is shameful.

Diego Columbus: I told them to stop.

Christopher Columbus: And did they?

Diego Columbus: No. They came back to Isabella and demanded that I change the order.

Christopher Columbus: And then what happened?

Diego Columbus: They and some of the other lazy malcontents stole three ships and sailed back to Spain.

Christopher Columbus: Who are the others?

Diego Columbus: Fray Buil was one of the ring leaders in the group.

Christopher Columbus: Did he make any converts?

Diego Columbus: Not one. He was useless.

Bartholomew Columbus: They didn't seem to like us very much.

Diego Columbus: None of these Spaniards do.

Christopher Columbus: The fact that we are Genoan and they're Spanish is a problem.

Diego Columbus: And they don't seem to be inclined to work.

Christopher Columbus: I asked Torres to ask the King and Queen to make them employees of the Crown. If they do that we might be able to control them better.

Second Narrator: However, the rebels reached Spain and began to tell stories about Columbus and damaged his reputation. Later, Columbus returned to Spain to defend himself.

Queen Isabella: Welcome home, Admiral.

King Ferdinand: It is good to have you back.

Christopher Columbus: We have brought some gifts with us, these gold nuggets.

King Ferdinand: My good man! These are as big as pigeon eggs.

Christopher Columbus: Yes. We were very fortunate to find them.

Queen Isabella: I'm sure, Admiral, you are happy to see your sons Diego and Ferdinand.

Christopher Columbus: Yes, it's been nearly three years since I left.

Queen Isabella: They have been a pleasure to us. They have served us well.

King Ferdinand: Now, tell us how things are going in Hispaniola.

Queen Isabella: We hear bad things.

Christopher Columbus: From the rebels who stole our ships, I suppose.

King Ferdinand: And from others.

Queen Isabella: Almost anyone who returns is unhappy.

Christopher Columbus: There are problems. There are no concentrations of gold. That is what people expected and it is not there. The gold is spread out in stream beds and it takes great effort to recover it.

King Ferdinand: In short, you have not found Cypango.

Christopher Columbus: We have not found anything that looks like the Cypango that Marco Polo described.

King Ferdinand: Then the exploration is a failure.

Christopher Columbus: By no means. We have just begun to explore the area. There is gold and there is indication that there is more to be found.

King Ferdinand: These nuggets are certainly impressive. There must be more like these somewhere in the area.

Christopher Columbus: King John of Portugal believes there is a large continent southeast of the Antilles.

Queen Isabella: Our informers tell us that John is outfitting a new expedition.

King Ferdinand: And we hear that the King of England is exploring new ways to reach the Indies.

Queen Isabella: Perhaps the Portuguese fellow, DaGama, will be sailing to this new continent that you speak of.

Christopher Columbus: It is possible.

King Ferdinand: Even though we have not discovered any great riches we must protect what we have. What do you need for a return voyage?

Christopher Columbus: We need five ships to resupply Hispaniola. Then I will need three ships to continue exploring the area. I would like to find the large body of land to the south of the Antilles before John does.

Queen Isabella: Good. Your request is granted. We wish you good luck.

Second Narrator: Columbus sailed on his third voyage. He explored along the coasts of Central and South America. Again he found signs of gold but not the treasure he sought. Meanwhile, back on Hispaniola there was more trouble.

Diego Columbus: Greetings. Welcome to Hispaniola.

Bobadilla: Thank you.

Diego Columbus: Was your voyage pleasant?

Bobadilla: Yes. It was swift.

Diego Columbus: What is the purpose of your visit?

Bobadilla: I've been sent by the King on a special mission to see how well the colony is being run.

Diego Columbus: We've had some problems lately, but we are in the process of solving them.

Bobadilla: Are those seven men hanging from the gallows part of the solution?

Diego Columbus: They revolted against the government of Hispaniola.

Bobadilla: Is that the usual punishment for people who disagree with the government?

Diego Columbus: We've had a problem with revolts. I thought it best to set an example. Five more will be hung tomorrow.

Bobadilla: I hear nothing but bad reports about this place. How you and your brothers mistreat the colonists and about this Godforsaken climate.

Diego Columbus: We do not mistreat the colonists. There simply isn't the gold that people want. What gold there is has to be worked for.

Bobadilla: But there has been nothing but trouble.

Diego Columbus: We have a new system now. We hope that it will solve the problem.

Bobadilla: How does it work?

Diego Columbus: Each Spaniard gets a piece of land and the Indians on that land belong to the colonist. They can use the Indians to get the gold.

Bobadilla: Apparently some of the colonists do not like that system.

First Narrator: The King's messenger stayed for several weeks. He talked to the colonists. Columbus returned from his explorations.

Bobadilla: I've been waiting for your return.

Christopher Columbus: What are you doing here?

Diego Columbus: He says he's on a special mission from the King.

Bobadilla: That is correct.

Bartholomew Columbus: He's investigating our mistreatment of the colonists.

Christopher Columbus: And what did you find?

Bobadilla: I've talked to many of the colonists the last several weeks and none of them has a good thing to say about you.

Christopher Columbus: Did they tell you how they've treated the peace-loving Indians by torturing and robbing them?

Bobadilla: I've seen with my own eyes your harsh punishments of those who disagree with you.

Christopher Columbus: Harsh penalties are sometimes needed.

Bobadilla: I couldn't agree with you more. I think that the only solution to this problem is to put you and your brothers under arrest and take you back to Spain.

Christopher Columbus: On what grounds?

Bobadilla: Misconduct.

Second Narrator: So Columbus and his brothers were put in chains and taken back to Spain. They were released by the King and Queen and Columbus was allowed to keep his titles. He was not allowed to continue to rule over his discoveries. He made one more voyage to the New World before he died on May 19, 1506.

Columbus Vocabulary

Directions

Look at the definitions below. Then unscramble the words that complete the sentences.

degree: A unit of measurement. The earth and a circle are divided into 360 degrees.

geographer: A person who studies the earth and oceans.

mariner: A person who sails the seas.

navigation: Planning how to reach a destination.

nautical: Having to do with ships and the sea.

astronomy: The study of the stars.

expedition: An organized trip.

1. Columbus disagreed with others over how many miles were in a (GREDEE) ____________________.

2. Ocean distances are measured in (CANUTIAL) ____________________ miles which are longer than regular miles.

3. Columbus used a crude form of (TNNAAGOIVI) ____________________ to find his way across the Atlantic.

4. Columbus was a master (REMNARI) ____________________.

5. Queen Isabella strongly favored the (DPEXEITOIN) ____________________.

Columbus Word Scrambles

Directions

Unscramble the names of the people and places below and complete the sentences.

PEOPLE

1. (ZARRPOI) ____________________ conquered the Inca Empire.

2. (NAISCRF KERDA) _________________________ raided the Spanish gold ships and sailed around the world.

3. (GELLNAMA) ________________________ was the first person to lead an expedition that sailed around the world. He was killed on the way.

4. (LALISABE) ______________________ offered to pawn her jewels to finance Columbus' expedition.

5. (HJNO II) ____________________ turned down Columbus' proposal.

PLACES

1. The sea that Columbus explored was the (RACBIBAEN) ____________________.

2. Upon discovering the first colony was in an undesirable place, (TONSA MNIGODO) _____________________________ was founded.

3. Columbus sailed under the flag of (NIASP) ____________________.

4. Columbus sailed from the (YCARNA) ____________________ Islands.

5. Balboa discovered the (CCFIIAP) __________________ Ocean.

Directions

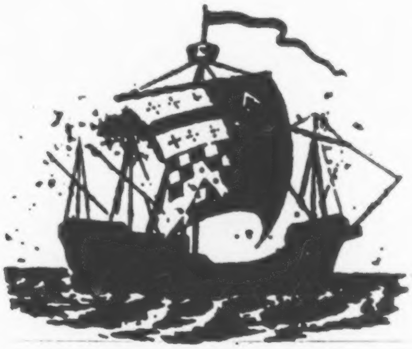
Unscramble the names of the people and places below and complete the sentences.

PEOPLE

1. (MYEPTLO) ________________ was the ancient Greek geographer who was used as an authority during Columbus' time.
2. (TSCNLLOAEI) ____________________ carried on a correspondence with Columbus.
3. (NGKI FRDNNDEIA) _____________________ fancied himself as a very clever diplomat. He prided himself on outwitting the King of France.
4. The discoverer of the Cape of Good Hope was (DZAI) ______________________.
5. (EGIDO) ________________ Columbus was left in command of the colony of Isabella while Christopher Columbus explored.

PLACES

1. Columbus was from (AOGEN) ________________ , in Italy.
2. The largest island in the Caribbean is (ACBU) __________________.
3. The most aggressive exploring country was (ORTPUGAL) __________________.
4. The island on which Columbus established his first colony was called (AOPNALSIHI) ______________________.
5. The ocean Columbus crossed was the (LATATICN) ______________________.



Myths About Columbus

Directions

Answer the questions below about Christopher Columbus.

1. True/False. People opposed Columbus' voyage because they believed the world was flat.

2. True/False. Columbus could only make the voyage because of the invention of the astrolabe which was a navigation instrument that enabled sailors to sail out of sight of land.

3. True/False. Columbus' voyage was financed by Queen Isabella pawning her jewels.

4. True/False. Columbus did not know how far he would have to sail before he reached land.

5. True/False. Columbus was the first European to reach America.

6. True/False. Columbus became wealthy because of his discovery.

7. True/False. Columbus proved his critics wrong when he discovered America.

ANSWERS

1. False. People had known since the time of the Greeks that the world was round. People disagreed over the distances involved.

2. False. Columbus did not use one.

3. False. The Queen offered to pawn her jewels but did not.

4. False. Columbus had carefully calculated the distance. His calculations were in error for finding the Indies but were correct for finding America.

5. False. Norsemen arrived in North America 500 years before Columbus.

6. False. Columbus did not die in poverty, but did not discover the great amounts of gold that he expected.

7. False. Not really. His critics' calculations of the distance it would take to reach China and Japan were correct. Columbus' calculations were not. He was lucky to find America where he thought Japan might be.

Directions

What would you have decided in the same situations that Columbus faced?

DECISION ONE

On October 10, of his first voyage, Columbus faced mutiny by his sailors. They had sailed far beyond the point that Columbus predicted they would find land.

They had been at sea for 30 days which was twice as long as any sailor had sailed without reaching land.

For many days they had signs of land and had two false landfalls (someone thought they had seen land). Yet, there was no land.

The sailors refused to go on. They wanted to turn back. If you had been Columbus, would you have turned back?

Why or why not?

DECISION TWO

The King and Queen had decided to give the governorship of the new lands to someone else. They did not think that Columbus could do the job. The colonists complained about Columbus and his brothers. They felt that Columbus was a dictator. Columbus believed that the new colonists must work to help make the colony self-supporting. The monarchs let Columbus sail a fourth voyage. Upon his return, Columbus went to see the King to have his powers returned to him.

Columbus felt that since he had been given the titles of Admiral, Viceroy, and Governor of the new lands, he was entitled to the powers and money that went along with the titles.

The King suggested that if he surrendered the titles, he would be given an estate which made much money.

Columbus was 53. He had spent many years pursuing his dream of finding a new route to the Indies and sharing in the wealth of the new lands.

What would you have done if you were Columbus?

Write your answers here:

Directions

Columbus first approached Prince John of Portugal with his proposal of a voyage across the Atlantic. If you were Prince John, would you have decided to invest your money in such a voyage? Below are the arguments of Columbus and the arguments of your advisors.

PRINCE JOHN'S ADVISORS

1. We don't believe that Marco Polo was accurate in his measurement of the distance from Europe to China.

2. Ptolemy estimated the known world to be 180 degrees and that may be too large an estimate.

3. The Arabic geographer used by Columbus used an Arabic mile, not the shorter Italian mile assumed by Columbus. This means that a degree is actually the equivalent of 66.2 nautical miles.

4. The actual distance is around 11,000 miles.

5. Assuming favorable winds and a steady speed of four knots an hour it will take over 100 days. The voyage is too risky.

COLUMBUS

1. Marco Polo travelled to the coast of China. He travelled 28 degrees beyond the known world.

2. Martin of Tyre estimates the known world to cover 225 degrees of the earth's 360 degrees.

3. Marco Polo estimates that Japan is about 30 degrees beyond China. That means there are only 77 degrees to sail.

4. A degree according to the Arab geographer, Alfragan, is only 45 miles.

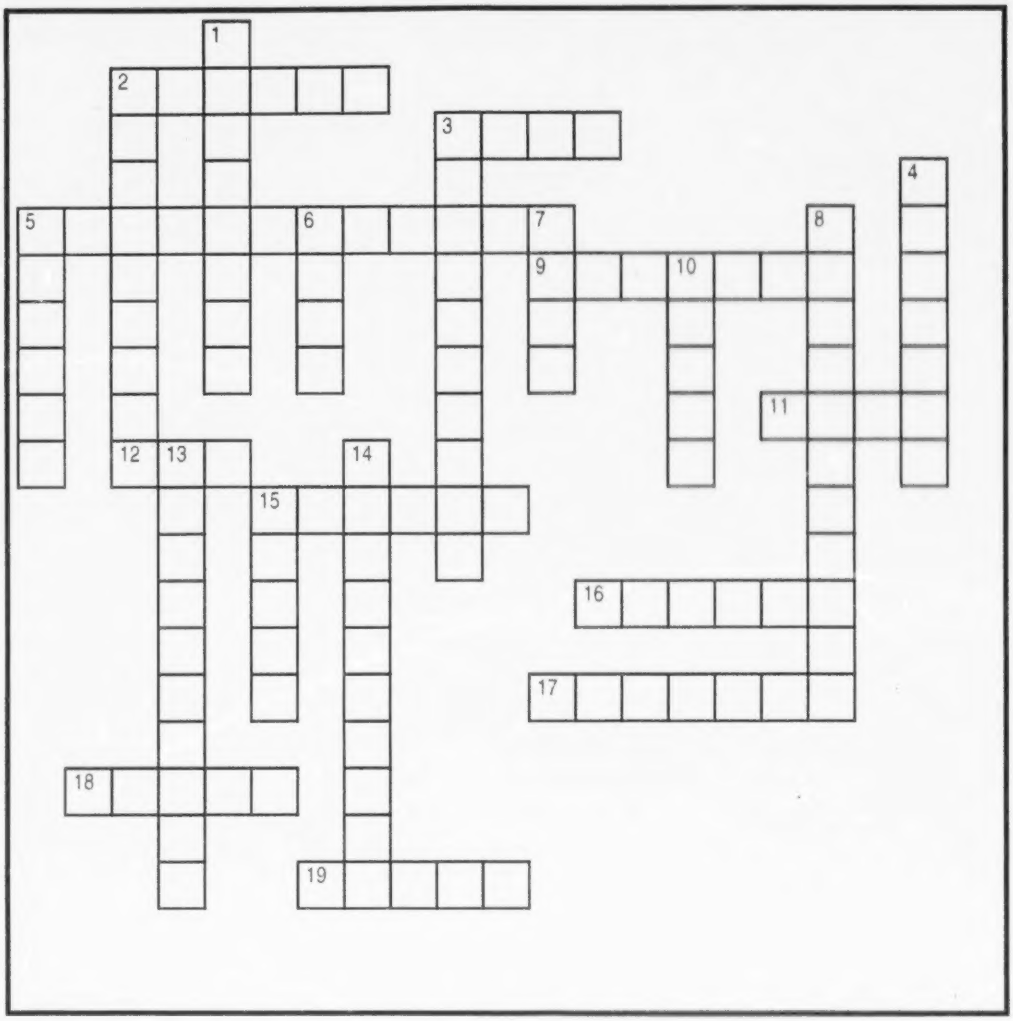
5. The distance is about 3,400 miles.

6. Leaving the Canary Islands puts you nine degrees closer. The voyage can be made in 30 days.

7. The great Italian geographer, Toscanelli, supports the idea that Japan can be reached by sailing west.

What would you decide and why?

Columbus Crossword



ACROSS

2 Strange; mysterious.
3 A precious metal.
5 Mathematical figurings.
9 Native Americans misnamed.
11 Where ships come for business.
12 Ocean.
15 Used to flavor food.
16 A long journey or trip.
17 Small measurements of the earth, or of temperature.
18 Sea transportation.
19 An island country in Asia.

DOWN

1 Spain's rival in exploration.
2 People who investigate new territory.
3 One who studies the earth's surface.
4 Small pieces of gold found in nature.
5 A settlement in a new land.
6 Columbus was looking for a new route to this place.
7 A fine type of cloth from Asia.
8 They study the stars.
10 Columbus' homeland.
13 A journey for a purpose.
14 An island that Columbus discovered.
15 Country that financed Columbus' expeditions.

Columbus Test

Directions

Fill in the blank spaces with the correct answers.

1. ____________________ and ____________________ financed Columbus' expedition.

2. ____________________ of Portugal refused to support Columbus.

3. Columbus sailed from the ____________________ Islands to take advantage of the winds and distances.

4. Columbus' first colony was called ________________________.

5. Columbus was put in chains because ______________________________.

6. The colonists were unhappy because ______________________________.

7. Columbus used the writings of ____________________, ____________________, and ____________________ to support his idea of sailing westward.

8. Columbus' critics thought Columbus was wrong because ________________________

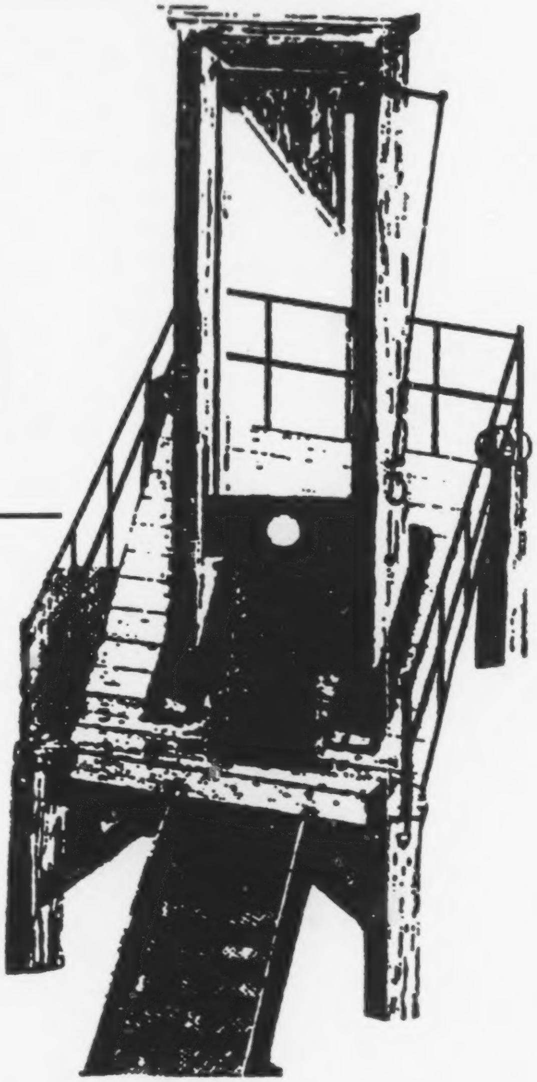
____

____.

9. ______________________ and ______________________ eventually discovered large amounts of gold.

10. ______________________ and ______________________ were the two to actually sail around the world.

Fall of the Bastille and the French Revolution



Plays, Puzzles and Activities
About
World History

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French Revolution Teacher's Guide

INTRODUCTION

The French Revolution changed the course of European history. This unit contains a play which explains the background causes of the Revolution and the attack on the Bastille.

The chronology, introduction and background sheets provide necessary information for the students to do the two activities and the crossword puzzle.

There is also a test and study guide. All of the materials can be reproduced for classroom use.

CONTENTS

Teacher's Guide (2 pages)
Introduction
Background
Chronology
How It Affects You: The impact of the Revolution upon our lives.
Play (7 pages)
Study Guide
Test
Activity 1: Vocabulary exercise.
Activity 2: Evaluation of the ideals of the French Revolution.
Crossword Puzzle

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ANSWERS

Study Guide

1. Because of wars with England; 2. Tax the nobles; 3. Nothing; 4. As a group; 5. By Estate; 6. Into three groups: nobles, clergy and commoners; 7. Provide equal opportunity; 8. The Third Estate refused to disband until their demands were met; 9. Food and an attack by royal forces; 10. As an insane asylum; 11. They wanted guns; 12. They were killed; 13. He ignored it.

Test

1. Estates General; 2. debt; 3. nobles; 4. the nobles, clergy and the commoners or Third Estate; 5. Calonne and Necker; 6. Bastille; 7. reign of terror; 8. Robespierre; 9. republic; 10. Thermidorean; 11. Directory; 12. bourgeoisie; 13. Louis XVI and Marie Antoinette; 14. Sieyes; 15. Napoleon.

Activity 1

1. Estates General; 2. National Assembly; 3. old regime; 4. parlements; 5. emigres; 6. Jacobins; 7. Girondists; 8. bourgeoisie.

Activity 2

Answers will vary.

Crossword Answers

Across: 5. National Assembly 8. Paris 11. delegate 13. crises 14. aristocrats 16. France 20. Third Estate 21. nobles 22. king.
Down: 1. constitution 2. Bastille 3. clergy 4. budget 6. tariffs 7. commoners 9. privilege 10. revolution 12. hunting 15. republic 17. rent 18. court 19. tax.

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French Revolution Teacher's Guide

CHARACTERS

The characters in order of appearance. The numbers in parentheses indicate the number of speaking lines for each character.

There are 33 parts in this play.

First Narrator (37)
Louis XVI (74): King of France.
Calonne (31): Financial advisor to the King.
Vergennes (15): A minister to the King and a supporter of Calonne.
La Rochefoucauld (12): A French nobleman.
Lally-Tollendal (21): A French nobleman.
Marie Antoinette (18): The King's wife.
Second Narrator (25)
Necker (31): A financial advisor to the King.
Barentin (17): Keeper of the seals and opposed to change.
Villedeuil (10): Advisor to the King.
Segur (9): Advisor to the King.
Montmorin (4): Advisor to the King.
St. Priest (3): Advisor to the King.
de Dreux-Breze (7): A French nobleman.
Malouet (6): A government official and a member of the Third Estate.
Sieyes (5): A French cleric and a leading advocate of a constitution.
Bailley (5): An astronomer and a member of the Third Estate.
Mirabeau (2): A nobleman who sided with the Third Estate.
d'Artois (9): The King's brother and a leader of the Emigres.
Citizen (13)
Housewife (14)
Desmoulins (6): A lawyer and a leader in Paris.
Danton (9): A lawyer and a leader in Paris.
Hardy (5): A bookseller and revolutionary leader.
Flesseles (2): A leader of Paris killed after the fall of the Bastille.
First Committeeman (2)
de Launay (18): Commander of the Bastille.
Second Committeeman (6)
Third Committeeman (4)
Thuriot (3): A lawyer and a revolutionary leader.
de Flue (10): Commander of the guard in the Bastille.
Soldier (2)

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France, like other European countries, was ruled by a king. Great Britain also had a king, but the power of government was shared by a group of people, Parliament, that was elected. This was not true in France.

France was a prosperous country and the peasants, though poor, owned about two-fifths of the land. The nobles owned a little more than a fifth. However, France had serious financial problems that led to the Revolution. France had a large debt. The government had borrowed money to fight wars with England. It had given America help in its war of independence from England. Though France's debt was no greater than that of other countries, France had more trouble paying it off because of its tax system. Nobles did not have to pay taxes.

In addition, the nobles had many other privileges that they did not want to share. They had certain rights over the lands of the peasants. They had more power than a new but growing group, the bourgeoisie.

Manufacturing and trade had produced this new wealthy group. The bourgeoisie were not nobles but sometimes had more money than the nobles. They resented the power of the nobles. The nobles held many offices in the government and army even though they may not have been the most qualified.

The chief ministers of the King proposed that the nobles be required to pay taxes. The nobles opposed this vigorously. The nobles had their own program. They wanted to call the Estates General. Through the Estates General, which was elected, they hoped to rule France.

The estates were divided into three groups each with a single vote. There was the clergy, which usually went along with the nobles, the nobles and the commoners who made up most of the population. The commoners wanted all the estates to vote together under majority rule. This meant that the nobles would lose their power. The nobles and the King resisted, and the commoners declared their estate, the Third Estate, to be a National Assembly which proceeded to write a constitution.

Finally, the monarchy was abolished and the King and Queen were beheaded. France became the first Republic in Europe.

LONG RANGE CAUSES

1. French Government is deeply in debt after 100 years of war with England.

2. Government is burdened by a rigid social system in which the rich can escape taxation and receive many other privileges.

IMMEDIATE CAUSES

1. Estates General called to deal with problem. Third Estate refuses to meet separately.

2. People in Paris upset about lack of food and the massing of royal troops around Paris. Attack Bastille to get arms.

THE FIRST REVOLUTION

1. King allows National Assembly to form.

2. New Assembly abolishes feudal privileges and adopts Declaration of the Rights of Man. A new constitution is adopted.

THE SECOND REVOLUTION

1. King flees and is stopped. Parisian lower classes imprison King.

2. War is declared against Austria; France occupies Belgium.

3. National Convention is seated. Louis XVI is executed.

4. Reign of Terror instituted by the Committee of Public Safety under leadership of Robespierre.

THE REACTION

1. Reign of Terror ended by the Thermidorean Reaction. More conservative groups take control.

2. The Directory is established but fails because of incompetence and corruption.

3. Napoleon becomes the leader of France in the Coup d'etat of Brumaire.

1786: Calonne recommends a program that includes taxing the nobility.

1788: Calonne is fired; nobility threatened by the possibility of taxes; wants Estates General called.

1788: Debate on how the Estates should vote.

1788: (Sept.) Parlement rules that the Estates should vote in three separate groups.

1789: (June) Some priests begin to cross over to the Third Estate.

1789: (June 17) Third Estate declares itself the National Assembly; King closes hall in which they met.

1789: (June 20) National Assembly takes Oath of the Tennis Court refusing to disband until they have a constitution.

1789: (June) The King begins to concentrate troops around Paris.

1789: (July 24) People attack the Bastille to get arms.

1789: (July) King sends away troops and summons nobility and clergy to join National Assembly.

1789: (Aug. 4) Feudal privileges are abolished.

1789: (Aug. 26) The Declaration of the Rights of Man is adopted.

1791: A new constitution is adopted.

1791: (June) King attempts flight to Varennes.

1792: The revolutionary government declares war against Austria.

1792: (Aug 10) Parisian lower classes revolt and imprison the King.

1792: (Sept. 20) National Convention sits; proclaims year one of the revolution; French army wins victory at Valmy; French occupy Belgium.

1792: British prepare to resist French expansion.

1792: (Dec.) Louis XVI put on trial.

1793: (Jan.) King is executed.

1793-94: The Reign of Terror.

1794: (July 27) The Reign of Terror ends with the Thermidorean reaction; Robespierre guillotined.

1795: The Directory established.

1797: (Mar.) First free election held in France.

1797: Coup d'etat of Fructidor overturns elections.

1797: Treaty signed with Austrians which increases French territory.

1799: (Nov. 9) Coup d'etat of Brumaire; Napoleon becomes First Consul.

HOW IT AFFECTS YOU

The changes that occurred during the French Revolution affect your life today.

Do you believe that you have rights?
Whatever rights you have come basically from this period of time.

Do you believe that you have the opportunity to achieve your goals?
The fact that you do at all is a result of the occurrences in this period of time.

Can you decide on your government?
You many not take the opportunity to vote and be active, but it is there for you. Before this period there was no such opportunity.

Do you want to be happy—to pursue happiness?
Most people seek happiness, whatever they perceive that to be. Before this time in history, it was not considered a right, or even a desirable goal.

Other Effects
The French Revolution marked the first time an entire country was organized into a war effort.

French Revolution Study Guide

Directions

After reading the play, answer the questions below.

1. Why was the French government in debt?

2. What was Calonne's solution to the problem?

3. What did the King do?

4. How did Abbe Sieyes want the Estates to vote?

5. How did the nobles want the Estates to vote?

6. How were the Estates organized?

7. What did Necker want to do?

8. What made the King change his mind on how the Estates were to meet?

9. What were the concerns of the people of Paris?

10. What was the Bastille used for?

11. Why did the mob descend upon the Bastille?

12. What happened to the defenders of the Bastille?

13. How did the King react to the attack on the Bastille?

French Revolution Test

Directions

Fill in the blanks below.

1. The King reluctantly called the ________________________ at the request of the nobility.

2. The problem of the French Government was that it was in __________________.

3. The King's ministers wanted to tax the _______________________ in order to pay the debt.

4. France was organized into estates. The three estates were ___________________, _____________________, and _______________________.

5. Two of the advisors who suggested the importance of equal taxation were ______________________ and ______________________.

6. The Fall of the _____________________ signaled the beginning of the French Revolution.

7. A ____________________________ was conducted by the committee of public safety after France went to war to eliminate those opposed to the Revolution.

8. The leader of the Committee of Public Safety was ________________________.

9. With the execution of the King, France became a _________________________.

10. The rule of the Committee of Public Safety was ended by the _______________ Reaction.

11. The Convention was replaced in 1795 by the __________________________.

12. Throughout the Revolution it was the _____________________________ who ruled rather than the nobility.

13. King _____________________ and Queen _____________________________ were put to death on the ____________________________.

14. Abbe _____________________ was a leading advocate of a constitution.

15. The Coup d'etat of Brumaire placed _________________________ at the head of France.

French Revolution   Word Scrambles

Directions

Unscramble the words below to complete the sentences:

1. The (EEATTSS RLANEEG) ________________________ were called by the King at the request of the nobles.

2. A (IONNALAT SSAYLEMB) ________________________ was formed to create a constitution.

3. With the creation of the constitution the (ODL RIGMEE) ____________________ was finished.

4. The (PRLMNTSAEE) ______________________ were the old French courts that ruled the Estates must meet separately.

5. The aristocrats who left the country were called (GEREMIS) _________________.

6. The radicals who dominated the revolution were the (COAJNIBS) ____________.

7. The radicals who wanted to go to war and spread the revolution were the (ROGINDISST) ______________________.

8. The new government was dominated by the (EEIISOGOURB) ________________ who were businessmen and lawyers.

Activity 1

What ideas do you agree with?

1. No one has the right to oppose the majority will.

2. The best way to get things done is to have the smartest person make all the decisions.

3. The best way to run things is to make sure that no one has too much power.

4. One person should be chosen for life to protect the people.

5. No one should have more freedom than anyone else.

6. No one should be allowed to interfere with the rights of anyone else.

7. People who are more productive should have more power than other people.

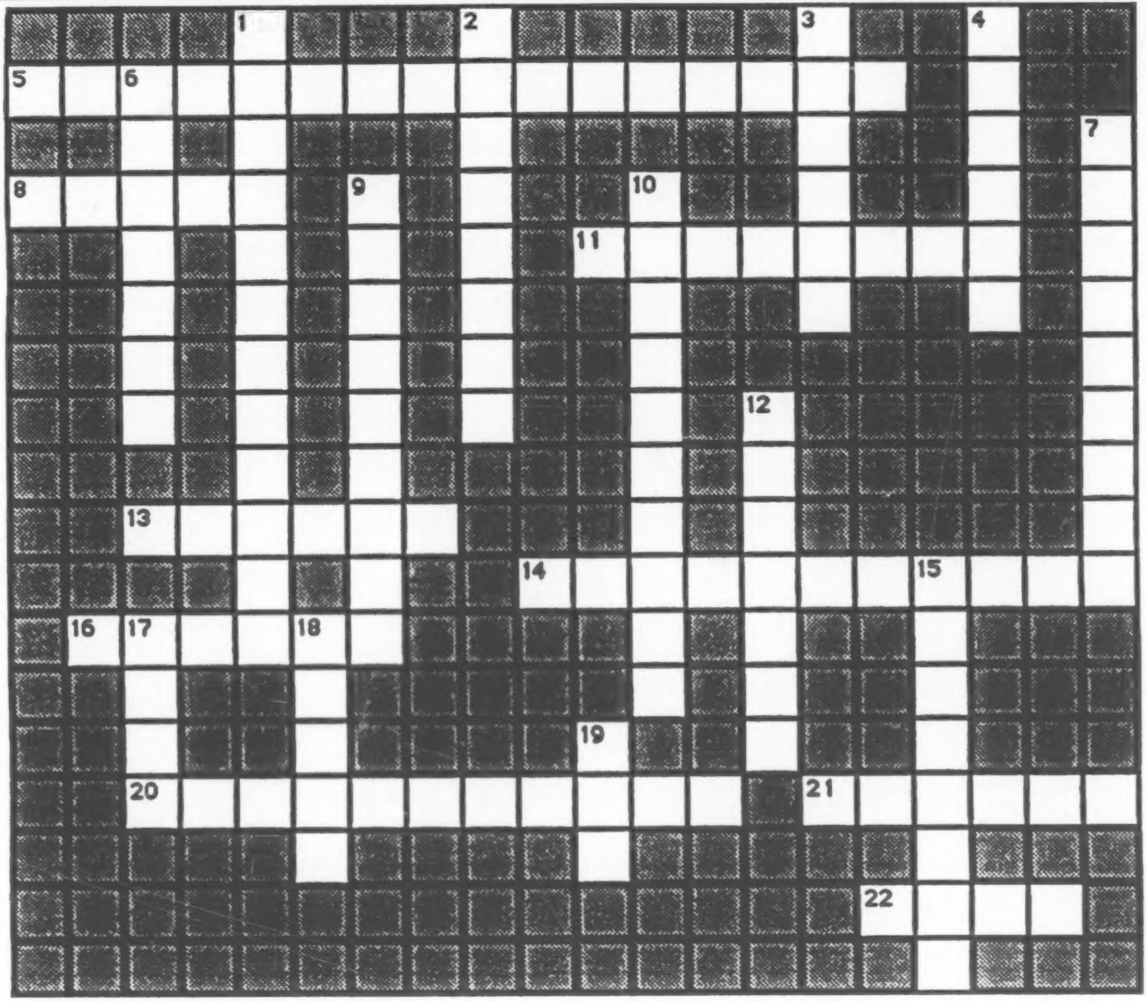
8. A person should not be allowed to criticize the government if it hurts the good of all.

9. People should have the right to put in a dictator if they want.

10. The government should have the right to tell people what to do in a time of emergency. For example, draft for a war.

11. The best way to make rules is to elect people to make them for us.

French Revolution Crossword



Across

5. Meeting with the whole country represented (2 words).
8. French capital.
11. Representative to a conference.
13. Crucial situations.
14. The upper class.
16. First in Europe to have a revolution.
20. Commoner's group (2 words).
21. They inherit their position.
22. Ruler who inherits his position.

Down

1. The law of the land.
2. Fortress in Paris.
3. Priests, ministers, etc.
4. Plan for spending money.
6. Taxes.
7. People who are not nobles.
9. Special treatment.
10. Drastic change in the system.
12. The sport of aristocrats.
15. Government without a king.
17. What farmers had to pay to the land lords.
18. The king and queen and their friends.
19. What aristocrats did not have to pay.

First Narrator: During the 1780's, the French Government drifted toward financial disaster.

King Louis XVI: Fine looking hunting dog, don't you think?

Calonne: Yes, Your Highness. A very handsome animal.

King Louis XVI: I know those toadies in court think hunting is crude, but there is no finer sport for men.

Vergennes: No doubt.

King Louis XVI: What is it that is bothering you, Calonne?

Calonne: We have a very serious financial crisis facing us.

King Louis XVI: As usual.

Calonne: It only gets worse.

Vergennes: Our problem is that our expenses far exceed our income.

Calonne: To be precise, we have expenses of 629 million livres and an income of 503 million.

King Louis XVI: That doesn't sound good. What do you propose?

Vergennes: There have to be a number of reforms.

King Louis XVI: Let me guess. You want to reduce the expenses of the court.

Calonne: That would help. Entirely too much money is spent there.

King Louis XVI: I agree. They carry on with their parties and balls. I couldn't care less for that sort of thing.

Vergennes: It would be more helpful if we could make everyone pay their taxes equally.

Calonne: And we should change the system for collecting taxes.

King Louis XVI: What is wrong with the way we're doing it now?

Calonne: We use private collectors and they take a percentage from what they collect. It is probably too much and we can't be sure that the government gets what it deserves.

Vergennes: What is more important is that we must make the nobles pay a fair share of the taxes.

Calonne: Right now the more you have the less you pay in taxes.

King Louis XVI: I agree. The aristocracy wants too much power and too many privileges. How do you propose to tax them? They are exempted from most of the taxes that others pay.

Calonne: We should do several things. We should make the salt tax uniform throughout the country. And we should have all landowners pay the same amount of tax.

King Louis XVI: That sounds very good, but you know those people are not going to tolerate that.

Calonne: It could have great benefit. It would reduce the tariffs inside the country and on the manufacure of iron.

Vergennes: In that way we could increase trade.

King Louis XVI: Yes. The English seem to be getting ahead of us on that count.

Calonne: I gather, then, you will support our proposals.

King Louis XVI: Can't we just borrow like we have been doing?

Calonne: Half of our budget now goes to pay the debt. We can't continue to borrow.

King Louis XVI: You know if we hadn't supported the Americans in their war against the English we wouldn't be in this fix.

Vergennes: That most certainly didn't help.

Calonne: We need your support to make these reforms work.

King Louis XVI: You know the nobles won't want to go along with this.

Vergennes: They will if you vigorously back the plan.

King Louis XVI: I'll have to think about it. Get my horse ready. I have a little hunting to do before it gets too late in the day.

First Narrator: The King did not back Calonne and the nobles did react so negatively that Calonne had to leave the country. Matters only became worse. The Estates General was convened to try to solve the problems.

La Rochefoucauld: Your Majesty, something must be done. The Third Estate is simply getting out of hand.

King Louis XVI: What do you mean, Cardinal?

La Rochefoucauld: Abbe Sieyes is a traitor to his group. He is agitating that the Third Estate be allowed to run things.

Lally-Tollendal: What he wants to do is have the Estates vote together.

Marie Antoinette: That would mean that the commoners would run things.

La Rochefoucauld: That is what Sieyes wants.

King Louis XVI: Does it really mean that the Third Estate would run things?

Lally-Tollendal: Yes. We want to preserve the traditional way of doing things and have each estate vote separately.

Marie Antoinette: That way the clergy and the nobles can combine to defeat the commoners in the Third Estate.

Lally-Tollendal: Precisely, but Sieyes is trying to undermine that with his proposal to have everyone cast one vote equally.

Marie Antoinette: Image a nobleman's vote being equal to some shopkeeper's.

King Louis XVI: I don't want that to happen. Shouldn't the combined votes of the clergy and the nobles be able to outvote the Third Estate?

La Rochefoucauld: I'm afraid not. Many of the priests are going over to the Third Estate. If they are allowed to vote as individuals they will go with the commoners.

Lally-Tollendal: What it means is that the old estates will be abolished.

King Louis XVI: Sometimes it seems that the world is against me. My son has just died; now this.

Lally-Tollendal: Your Kingdom is at stake. What this Sieyes wants is a constitution.

King Louis XVI: I find it ironic that we supported the Americans in their revolt against England and now our own subjects want a constitution.

Marie Antoinette: You must do something to stop this. Once you let them have a little bit of power they will want to run the whole government.

Lally-Tollendal: What I am really afraid of is that they will want to abolish all social distinctions.

King Louis XVI: What should I do?

Lally-Tollendal: I say that you had better call a Council of State to discuss the matter.

King Louis XVI: I'll do it.

Lally-Tollendal: You must speak to the Estates. You must tell them that what they want to do is not acceptable to the Throne.

King Louis XVI: First, we must discuss these matters in the Council of State.

Second Narrator: The King called his closest advisors to determine what should be done.

Necker: I think it is obvious that we must conciliate the Third Estate.

King Louis XVI: Why? Isn't equal taxation of all the orders all we need?

Necker: A few years ago that was what was needed. Now it has gone beyond that.

Barentin: What do you mean?

Necker: Now it is a matter of confidence in the government of France. The Third Estate wants a say in how things are governed.

Villedeuil: They have that now.

Necker: Only with the power divided among the three estates which means that 5% of the population decides what the other 95% must do. They want to change that.

Segur: That will change how things are done in too fundamental a fashion.

Barentin: I agree. Equalizing the taxes is one thing; changing the social order is another. The privileges of the nobles and clergy must be preserved.

Necker: That is the only practical way of doing it. You are offering no solution to the problem.

Montmorin: It is not realistic to think that the privileged orders are going to tax themselves in the same way that others are taxed.

St. Priest: The States General must be run on a basis where each person has an equal vote.

Segur: I don't like the idea. We must never agree to social equality and that is what giving the Third Estate an equal vote will mean.

Necker: A measure of equality is what is needed. Many qualified members of the Third Estate are not allowed promotions in the army. We should promote people on the basis of what they can do.

Villedeuil: That is a threat to the King's power. The King has to have the power to appoint the officers of the army.

King Louis XVI: Yes. I certainly don't want to give that power up. The army is my right arm. I want people I can trust to command it.

Necker: You should also want people who are competent to run it and many of the aristocrats who are appointed generals are not the best people for the job.

Villedeuil: The King's hands must not be tied.

King Louis XVI: Darn you, Necker. Why did you have to come up with the idea of giving the Third Estate equal rights to public jobs?

Necker: I believe it is necessary.

Barentin: I thought we were in agreement about what has to be done. There is no question that we need equal taxation.

Segur: Even an end to forcing the peasants to work on the roads.

King Louis XVI: But this attempt at social equality, never!

Marie Antoinette: The Council obviously cannot agree. I would suggest that you preserve the social orders. That is the foundation of the country.

King Louis XVI: I must reject your ideas, Necker. They are too far reaching.

Necker: They are the only proposals that will satisfy the Third Estate and if you don't satisfy the vast majority of the people the country will go bankrupt.

Second Narrator: The King called a royal session of the three estates to tell them what he was prepared to do.

de Dreux-Breze: You have heard the King's orders. You are now to leave and meet as a separate order.

Barentin: The nobles and the clergy have already left to meet separately.

Malouet: We are not leaving. We have sworn an oath that we will not disband until we have a constitution.

Barentin: The King has given you a constitution. He has given the estates the right to consent to taxes and to let them determine the allocation of funds.

de Dreux-Breze: Even the upkeep of the Court?

Malouet: But he has failed to allow us to vote by head. The nobility and the clergy still have the power.

Sieyes: And we will not consent to any system that is so unfair.

Barentin: He will allow a vote by head too, if there is any question about the credentials of any delegate.

Segur: And in matters of general interest.

Sieyes: But not on the rights of the three orders. He is protecting the clergy and the nobility and their unfair privileges.

de Dreux-Breze: There is no need to debate. The King has ordered you to leave.

Bailly: The nation when assembled cannot be given orders.

Mirabeau: We will not leave except by force of bayonet.

Segur: You cannot disobey the orders of the King.

Bailly: We are going to defend our goal of sitting until we get a constitution that eliminates special privilege.

First Narrator: Orders were given to the soldiers to remove the Third Estate from the hall but the soldiers were persuaded to go back.

d'Artois: The soldiers did not clear the rabble from the hall.

Marie Antoinette: What will we do?

Villedeuil: There is a large crowd gathered at the hall.

d'Artois: If we use force, we might just create a great deal of trouble.

Marie Antoinette: I think that we should take action. They are disobeying your orders.

Villedeuil: There might be a considerable amount of bloodshed.

d'Artois: And even then the guards might not be able to move them out. They seem to be very determined.

King Louis XVI: Oh, well, the devil with it—let them stay.

Necker: Given their determination, you should allow the orders to meet together and form a constitution.

d'Artois: The nobles will object to sitting with the Third Estate.

King Louis XVI: I am willing to live with a constitution. I do not want this continued agitation. d'Artois, why don't you persuade the nobles to meet with the Third Estate?

First Narrator: On June 27, the nobility sat with the Third Estate in the National Assembly and began work on a new constitution.

Second Narrator: While the National Assembly struggled to form a government, the King and the nobles plotted to overturn the Assembly.

First Narrator: The King ordered troops to Paris and fired Necker from the government. The King intended to use soldiers to disband the Assembly.

Citizen: Did you have any luck?

Housewife: No. The bakers say they have no grain today.

Citizen: You can bet the King has plenty of grain.

Housewife: I hear he's lining his own pockets by selling the grain at high prices.

Citizen: You can bet on that.

Housewife: I just don't know what is going to happen.

Citizen: I hear the King has the city surrounded with troops.

Housewife: I guess the National Assembly is done for.

Citizen: The King has soldiers guarding all the roads to Versailles. He has them in a trap.

Housewife: I wonder if he'll hang them all or just send them home.

Citizen: I wonder what he has in mind for us. All they have to do is put cannon on the hill on Montmartre.

Housewife: I hear that de Launay has already put cannons on the walls of the Bastille.

Citizen: Yes, they can sweep this whole part of the city with cannon fire.

Housewife: Maybe they plan to kill us all.

Second Narrator: On July 13, the city's shopkeepers began to organize the defense of the city.

Desmoulins: We must construct barricades on all the streets leading to and from the city.

Danton: Every quarter should supply men for a national guard. We must have reliable, trustworthy men for a defense force.

Desmoulins: How many?

Danton: I think that each quarter can provide 800 men. The French Guards have offered their services.

Desmoulins: Good, but we'll need guns. There aren't nearly enough muskets to go around. If we're attacked we'll be defenseless.

Hardy: I hear that 30,000 troops supported by brigands are outside the city ready for battle.

Danton: We must be prepared. Flesselles, do you know where there are any guns?

Flesselles: I have given out all the guns in the arsenal. There just aren't enough.

Hardy: I hear that the Bastille has plenty of weapons.

Danton: Then, I say let's get them.

First Narrator: The people marched on the Bastille to demand guns.

First Committeeman: Governor, we want to assure you that the people mean no harm.

de Launay: I don't know what they would want here in the Bastille.

Second Committeeman: We want guns. The people are afraid that the city will be attacked by the King's troops.

Third Committeeman: And the cannon you have mounted on the walls could be used to destroy our homes. We would like you to take them down.

deLaunay: The Bastille is of no importance. All we have here are seven prisoners and three of them are insane.

Second Committeeman: But the walls are 100 feet high and have a commanding view of the area.

de Launay: I have no objections to taking down the cannon. Why don't you join me for lunch?

First Narrator: And the committeemen sat down for lunch. The crowd outside thought they had been captured and invaded one of the outer courtyards of the Bastille. They sent another representative to ask for the surrender of the Bastille.

Thuriot: Governor, we want you to surrender the Bastille.

de Launay: The other committee said they had no intention of taking the Bastille.

De Flue: We have removed the guns from the embrasures.

Thuriot: I see that.

de Launay: I have under my command eight old soldiers. They do not want to fight.

de Flue: There is no reason for us to surrender.

de Launay: Go back and tell those people to leave.

Second Narrator: Meanwhile, people crossed the outer drawbridge into a courtyard.

de Launay: What are they doing? I was told they had no intention of taking the Bastille.

de Flue: Mobs. You can't trust them.

de Launay: I surely don't want to fight.

de Flue: My Swiss guards will fight. We have no choice.

de Launay: Very well then, open fire.

Second Narrator: The garrison opened fire and 98 Parisians fell dead. Another 73 were wounded.

Soldier: The French Guards have brought up cannon. I'm not sure that we can hold out.

de Flue: We can hold out. It would be foolish to surrender now. They'll probably kill us all.

de Launay: I don't know what else to do. Lower the second drawbridge. We can try to escape.

First Narrator: de Launay was caught and killed. His head was cut off and paraded about on a pike. The fall of the Bastille foiled the King's plans.

Second Narrator: On the following day, the King recalled Necker and announced the removal of his troops.

First Narrator: The King was still stubborn. He refused to approve any laws that attacked the privileges of the aristocrats. Meanwhile, the revolution spread throughout France as the people seized control of local governments.

Second Narrator: The National Assembly finally decided that it did not need the King's approval to new laws and the constitution was more powerful than the King. In 1793, the King and Queen were beheaded and France became a republic.

Napoleon and the French Empire

Plays, Puzzles and Activities
About
World History

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INTRODUCTION

Napoleon was one of the handful of individuals who helped forge modern Europe. Napoleon helped modernize France and the areas he conquered and controlled. He destroyed the vestiges of feudalism and introduced modern constitutions, legal codes and bureaucracies based upon merit.

This unit has a play which describes the key events of his career as First Consul and Emperor of France. There are also two activities and a crossword puzzle which reinforce vocabulary skills. There is a test and a study guide to aid the students in mastering the factual material. An introduction and chronology are also provided and are helpful to the students in doing the activities.

CONTENTS

Teacher's Guide (2 pgs.)
Chronology
Play (10 pages)
Study Guide
Test
Activity 1: Vocabulary Scramble: People
Activity 2: Vocabulary Scramble: Concepts
Crossword Puzzle

CHARACTERS

There are 34 parts in this play. The number of speaking lines for each part is given in parentheses.

First Narrator (65)
Napoleon (277)
Second Narrator (64)
Lucien (16): Napoleon's brother.
Abbe Sieyes (10): A revolutionary leader and a member of the Directory.
Deputy Lenglet (5): A representative in the Directory.
Louis Berthier (17): An officer in Napoleon's army.
Louis Bourrienne (5): Napoleon's secretary.
Soldiers (all together) (6): This part should be read by those playing the soldiers below.
First Official (11)
Second Official (8)
Third Official (2)
Francois Tronchet (9): Legal expert who helped write the Code Napoleon.
Jean Portalis (10): Minister of Religions in the Empire; helped write the Code Napoleon.
Malleville (5): Legal expert who helped write the Code Napoleon.
Louis de Caulaincourt (35): An officer in Napoleon's army.
Marshall Michel Ney (22): A general in Napoleon's army.
Joachim Murat (24): French general and King of Naples.
Louis Davout (10): French general.
Servant (1)
Clements Metternich (51): The foreign minister of Austria.
Jean Chaboulon (16): A friend of Napoleon.
Michel Martini (13): A friend of Napoleon.
Pierre Cambronne (22): A friend of Napoleon.
Boissart (6): A friend of Napoleon.
Major Delessart (1): Officer in the Royal Army.
Lieutenant Randon (2): Officer in the Royal Army.
First Soldier (11)
Second Soldier (11)
Third Soldier (2)
Fourth Soldier (10)
Third Official (2)
Fourth Official (2)
Fifth Soldier (1)

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ANSWERS

Study Guide

1. The government was corrupt and ineffective; 2. Abbe Sieyes; 3. improved the collection of taxes, organized the army, reformed the legal code and administration of justice, established an effective bureaucracy; 4. The Code eliminated conflicting laws and courts. It provided a systematic, fair way of administering justice. 5. Russia broke its alliance with France; 6. retreat and burn; 7. He thought he could reach an agreement with Alexander; 8. to weaken France's power and build an alliance that could defeat Napoleon; 9. because the new government was weak and without popular support and people were afraid that the aristocrats would try to regain their old privileges; 10. exiled to a distant island under heavy guard.

Test

1. Italy, Egypt; 2. First Consul; 3. Corsica; 4. Sieyes; 5. Code Napoleon; 6. improving the collection of taxes and carefully controlling expenditures; 7. emperor; 8. Continental System; 9. blockading; 10. Trafalgar; 11. Tilsit, Russia; 12. Russia; 13. Metternich; 14. Britain, Russia and Austria; 15. Elba.

Activity 1

1. Ney; 2. Joachim Mural; 3. Alexander; 4. William Pitt; 5. Napoleon Bonaparte; 6. Emanuel Sieyes; 7. Metternich; 8. Lucien; 9. Louis de Caulaincourt; 10. Louis Bourrienne.

Activity 2

1. constitution; 2. exile; 3. aristocracy; 4. Code Napoleon; 5. artillery; 6. Continental System; 7. heir; 8. abdicate; 9. treaties; 10. blockade.

This play is one in a series:
Alexander & the Greeks
Black Death & the Mid. Ages
Columbus & Exploration
Robt. Clive & Imperialism
The Fall of the Bastille
Napoleon
Garibaldi & Nat'lism
Lenin & Trotsky & Fascism
Hitler & Communism
Churchill & W.W.II

Crossword Puzzle Answers

ACROSS
1 NEY
4 TREATY
7 CODENAPOLEON
12 EMPEROR
13 FRANCE
15 CONSTITUTION
17 RATION
19 PARIS
20 PRUSSIA

DOWN
2 ESTATE
3 RESIGN
5 METTERNICH
6 AMBASSADOR
7 CONSPIRACY
8 DICTATORSHIP
9 NAPOLEON
10 SERF
11 MURAT
14 BETRAY
16 BRITISH
18 NEUTRAL

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BEST COPY AVAILABLE

The French Revolution had failed. The country had become disorganized, the rulers were corrupt and there was talk of bringing back a king. A few influential leaders thought that what the country needed was a strong leader, a dictator.

Napoleon was widely respected. He had been one of the few bright spots in the Revolution, winning brilliant military victories in Italy and invading Egypt. He was chosen as the new leader.

Napoleon immediately tackled France's internal problems. He created an efficient tax system and reduced expenditures to make the economy sound. He created an effective government bureaucracy. He also helped write a new legal system to replace the huge number of conflicting laws and courts. This was called the Code Napoleon and became the foundation of modern French law.

Wherever Napoleon conquered he spread the ideas of the French Revolution. Napoleon thought of himself as a liberal and a reformer. Where the French ruled they would impose a constitution, the Code Napoleon, and wipe out the old feudal privileges of the aristocrats.

Napoleon, who had no children, divorced his wife and married the daughter of Francis, the Austrian Emperor. Napoleon had declared himself French Emperor in 1804, and needed an heir to the throne.

In 1805, a coalition was formed to fight France. The coalition included Russia, Britain and Austria. French naval power was destroyed by the British at the Battle of Trafalgar. Napoleon, however, won on the ground. He defeated the coalition at Austerlitz. Napoleon extended French power over the small countries of Germany by creating the Confederation of the Rhine.

Prussia became worried about French control of Germany and went to war with France. Napoleon smashed their armies at Jena and Auerstadt.

The war with the coalition was concluded with the Battle of Friedland in which the Russians were defeated. Peace was made with the Treaty of Tilsit in 1807, in which Alexander, the Russian Emperor, and Napoleon became allies. Prussia and Russia were forced to join the Continental System.

Since Napoleon had lost his navy he had no way to invade England. Instead he tried to destroy England economically. The Continental System was created to keep British goods out of Europe. By this tactic he hoped to create unemployment and strife in England.

The French were now faced with a guerilla war in Spain. Napoleon put his brother Joseph on the Spanish throne. Spanish resistance continued with British aid.

The Austrians were also unhappy with Napoleon and they proclaimed a war of liberation in 1809. Their armies were quickly destroyed by the French.

The British countered the Continental System with a blockade, by which they tried to keep France from trading with anyone else. Gradually many people in the French Empire came to be unhappy with the Continental System because they felt that they did not benefit from it.

In Germany, many people began to think that Germany should be united as an independent state. They grew restless under French rule. Finally, Alexander broke his ties with Napoleon and Napoleon invaded Russia in 1812.

The Russians retreated and destroyed the villages and the crops so that the French could not use them. Finally, the French reached Moscow, the Russian capital, and the Russians burned it down. The French had to retreat but they were caught by a severe winter. Napoleon lost almost all of his army.

A combination of Austrian, Russian and Prussian armies defeated Napoleon at Leipzig and Napoleon abdicated. The Allies decided on the peace at the Congress of Vienna. The Bourbon dynasty was restored and Louis XVIII put on the throne. Napoleon was exiled to Elba. He returned for 100 days to recapture his power. Napoleon was defeated by the British General Wellington at Waterloo. He was exiled to St. Helena where he died in 1821.

Napoleon Chronology

15 Aug. 1769: Napoleon born in Corte, Corsica.

1779: Enrolls in military school in Paris.

1784: Becomes a second lieutenant in the artillery.

1791: Actively supports new constitution; returns to Corsica.

1793: Returns to France; fights in civil war; successful in Batlle of Toulon which helps save revolution; promoted to general.

1794: Napoleon arrested because he is friends with the brother of Robespierre.

1795: Saves government from rebel troops by effectively using artillery in Paris.

1796: Marries Josephine; becomes commander of the Army of the Alps; conducts successful campaign in Italy.

1798: Napoleon invades Egypt.

1799: Napoleon forces new constitution; becomes First Consul of France.

1800: Napoleon sets out to rebuild France.

1802: Peace of Amiens.

1804: Napoleon crowned Emperor; defends Bavaria; victory at Austerlitz.

1806: Forms Federation of the Rhine; defeats Prussians at Jena and Auerstadt and Russians at Friedland.

1807: Treaty of Tilsit.

1808: Creates the Grand Duchy of Warsaw and makes Spain a kingdom in the French Empire.

1809: Annuls marriage to Josephine.

1810: Marries Marie Louise, the daughter of the Austrian Emperor.

1812: Invades Russia.

1813: Napoleon defeated at Leipzig.

1814: Napoleon abdicates and is exiled to Elba.

1815: Napoleon returns; defeated at Waterloo; exiled to St. Helena.

1821: Napoleon dies.

Napoleon Vocabulary

Directions

Unscramble the names of the people below.

1. (EYN) ____________ was one of Napoleon's faithful generals.

2. (IMCHAOLJ RAMU) ________________________ was a famous cavalry officer and Napoleon's brother-in-law.

3. (LEAREDNXA) ____________________ was the Russian Emperor who was Napoleon's ally and enemy.

4. (LILIAMW TITP) ______________________ was the British Prime Minister who opposed Napoleon.

5. (LOENAPNO RAAPETONB) ______________________ was the leader of the French Empire.

6. (MNEAULE YEESIS) ______________________ helped Napoleon write a new constitution.

7. (NEMECHIRTT) _______________________ was the Austrian Prime Minister.

8. (CENULI) ____________________ was Napoleon's brother.

9. (UISOL de ULAACINRTOUC) _________________________ was an officer of Napoleon's.

10. (LISOU BRRNNOUIEE) _________________________ was Napoleon's secretary.

Activity 1

Napoleon Study Guide

1. What were the conditions in France that brought Napoleon to power?

2. Who supported Napoleon as dictator and helped write the new constitution?

3. What reforms did Napoleon make in France?

4. Describe the Code Napoleon.

5. Why did Napoleon decide to invade Russia?

6. What strategy did the Russians use?

7. Why did Napoleon delay in retreating?

8. What were Metternich's goals in dealing with Napoleon?

9. Why did Napoleon return to France after he had been exiled?

10. What was finally done with Napoleon?

Napoleon Word Scrambles

Directions

Unscramble the words below and complete the sentences.

1. Napoleon believed that every country should have a (CNSTTTNOUIIO) ______________________________.
2. When Napoleon lost he was forced into (EIEXL) ____________________.
3. Napoleon was opposed to the privileges of the (AISOAYCRCTR) _____________.
4. Napoleon was particularly proud of his uniform legal code, the (DOCE LOEANPNO) ____________________________.
5. In his early military career Napoleon was an (AIEYRLLTR) ___________________ officer.
6. Napoleon created a system of stopping the importation of British goods. It was called the (CNTNENTALOI SYETSM) _____________________________.
7. The reason why Napoleon divorced and remarried was so that he could have an (ERHI) __________________ the the Throne.
8. Napoleon was forced to (DBCTAIAE) ______________ his Throne.
9. Napoleon signed (RTTEISAE) ________________ with his allies.
10. England used a (BLCKDOAE) __________________ to stop French trade.

Napoleon Test

Directions

Answer the questions below.

1. Before Napoleon became dictator of France, he won military victories in ________________ and invaded ________________.

2. Napoleon's official title was ________________________.

3. Napoleon originally was from the island of ______________________.

4. ______________________ helped Napoleon write a new constitution.

5. ______________________ became the legal system of the French Empire and the foundation for many current laws.

6. Napoleon reorganized the French economy by ______________________.

7. Napoleon declared himself ______________________ of France in 1804.

8. The system that Napoleon devised for the economy of France and Europe was called the ________________________.

9. The British attempted to fight Napoleon by ____________________ French shipping.

10. French naval power was destroyed at ______________________.

11. At the Treaty of ______________________ in 1807, France and ____________ became allies.

12. Napoleon's invasion of __________________ in 1812, eventually led to his downfall.

13. The Austrian Prime Minister, ______________________, was the chief architect in putting together a coalition to defeat Napoleon.

14. The coalition that defeated Napoleon included ________________________,

______________________, and ____________________________.

15. Napoleon was forced to abdicate and moved to the island of ______________.

First Narrator: Napoleon worked his way through the ranks of the Republican Army. He became a general and conducted successful campaigns in Italy and Egypt.

Second Narrator: Napoleon returned from Egypt in the Fall of 1799 to find France in trouble.

Napoleon: Lucien, something must be done and done quickly. There is chaos. Bandits are roaming the countryside. I even had some of my luggage stolen on my way here.

Lucien: I doubt that anything can be done, Brother.

Napoleon: Something must be done or the Republic will fall.

Lucien: It will if that is what the people want.

Napoleon: It is not what the people want. They need new leadership. Look at Paul Barras. He was a good man. Now all he is interested in is chasing women.

Sieyes: The country needs you, Napoleon, as a leader.

Napoleon: I'm not sure that I would be the best for the job.

Sieyes: You are honest and widely respected because of your victories for the Republic.

Napoleon: I agree. The corruption must end.

Sieyes: Did you see about getting yourself appointed a Director?

Napoleon: Yes. I went to Barras and was ignored. Then I went to Gohier and was told that I was too young. He pointed out that you had to be 40 to be a Director.

Sieyes: That is true.

Napoleon: I know. But in his case he is using it as an excuse. He has violated the Constitution before. Now he wants to cling to the letter of the law that will kill the Republic.

Sieyes: What we need is a plan.

Napoleon: And a new constitution.

Sieyes: We must persuade the present five Directors to resign.

Napoleon: Then we must persuade the legislative councils, the Elders and the Five Hundred to write a new constitution.

First Narrator: Four of the five Directors resigned under pressure from Napoleon. The Council decided not to write a new constitution. Napoleon went to the Council of Elders to appeal to them.

Napoleon: This is not a normal situation. You are sitting on the edge of a volcano. Allow me to speak with frankness. We must save the two things for which we have sacrificed so much — liberty and equality.

Lenglet: And what about the Constitution?

Napoleon: The Constitution no longer protects the people. No one respects it. Conspiracies are being hatched in its name.

Lenglet: What conspiracies? Where are the conspirators?

Napoleon: I have been approached by Barras and Moulin. They wanted to overthrow the Constitution and wanted me to lead the revolt.

Lenglet: And don't you want to become Dictator?

Napoleon: No. I want to preserve the principles for which we have fought. We need a new constitution. We need new leadership to preserve the principles of the Republic, not to restore monarchy.

Second Narrator: Napoleon failed to convince the Elders. Not giving up, he decided to go to the Five Hundred. Napoleon was attacked by members of the Five Hundred and had to be rescued by soldiers.

Berthier: Are you all right?

Napoleon: I feel a little faint. I cannot stand mobs.

Bourrienne: Your face is bleeding. Here is my handkerchief.

Napoleon: They must have scratched me. I'm lucky that I was rescued.

Berthier: We're not out of this yet. They are calling you an outlaw.

Napoleon: They are fools.

Bourrienne: Foolish or not, if they declare you an outlaw you will be shot.

Lucien: You must do something. Use the soldiers. You only have about 10 minutes.

Napoleon: I do not want to use force.

Berthier: They want to shoot you down as an outlaw. You have no choice.

Lucien: The soldiers will follow you. Order them into the Council Chambers and have them clean out the lawyers.

Napoleon: If we must do it, we'll do it. Let me talk to the soldiers.

Lucien: Soldiers of the Republic, the Five Hundred is being terrorized by a few of the members carrying knives. It is up to you to protect the majority.

Napoleon: Soldiers, I led you to victory. Can I count on you?

Soldiers: Long live Bonaparte!

Bourrienne: They seem to be reluctant.

Berthier: They are afraid that you will impose a dictatorship.

First Narrator: Lucien whipped out his sword and held it to Napoleon's chest.

Lucien: Are you worried about a dictatorship? I swear to run my brother through if ever he interferes with the freedom of Frenchmen.

Soldiers: Long live Bonaparte! Long live the Republic!

Napoleon: Have Leclerc and Murat lead the troops. I don't want anyone hurt.

Second Narrator: The Assembly was cleared. Later that night about 80 of the Assemblymen gathered and declared the Directory at an end. They appointed Napoleon and Sieyes to write a new constitution.

First Narrator: Under the new Constitution, Napoleon became the new leader or First Consul of France. He found the government in terrible shape.

Napoleon: I would like to know the precise strength of the army.

First Official: What do you mean, Sir?

Napoleon: How many people are in it?

First Official: I do not know.

Napoleon: But you can find out from the payrolls.

First Official: We don't pay the army.

Napoleon: Well, then, from the ration lists.

First Official: We don't feed the soldiers.

Napoleon: From the list of clothing, then?

First Official: We don't clothe them.

Napoleon: Well then, what **do** you do for the army?

Second Official: There is just no money for it.

Napoleon: How much is in the National Treasury?

Second Official: 167,000 francs.

Third Official: But we have debts of 474 million francs.

Napoleon: It is obvious that we must put the country on a sound financial footing.

Second Official: How do you propose to do that?

Napoleon: We must have an efficient tax system.

First Official: Then we can pay our debts.

Second Narrator: Napoleon created an efficient tax system. He also kept expenses low. The economy became stable. After putting France's finances in order, he proceeded to reform the French legal system.

Napoleon: We must do something about this hodge-podge of laws we have.

First Official: We do need to do something. This thing is out of hand. We have 14,400 decrees passed since 1789.

Napoleon: It is difficult to keep track of all those laws.

Second Official: And the court system is confusing. We have too many different courts.

Napoleon: Each court has its own set of laws. We need a systematic set of codes. We have 300 sets of law books and no laws. People must understand their government in order to respect it.

First Official: How do you propose to change the laws?

Napoleon: We have basically two kinds of legal traditions. We should take the best of both. We have the common law tradition in the northern part of the country and the Roman law in the south. We shall have a committee representing both regions to rewrite the laws.

First Narrator: Napoleon created the committee and took an active part in its work.

Napoleon: We must make sure that the basic rights of man are protected by the code.

Tronchet: Yes. We must guarantee every person equality before the law.

Portalis: It is also vital to end all feudal rights and duties.

Malleville: Without question. A person should not be required to work for anyone else.

Tronchet: We should make sure that a person has the right to choose his own work.

Malleville: Property must be held inviolable. We cannot allow anyone to take anyone else's property.

Napoleon: We must also provide for freedom of conscience. We cannot allow a person to be forced to believe in one religious faith or pay tithes to one church.

Malleville: I think we should also make divorce and marriage a civil matter, rather than a religious issue.

Tronchet: Perhaps we should specify at what age a person may marry. Let's say boys at 15, and girls at 13.

Napoleon: That is entirely too young. You don't allow children of 15 to enter into legal contracts. How can you allow them to make the most solemn contract of all at that age?

Tronchet: But people always married young.

Napoleon: Under the old feudal system when they didn't have any rights. Girls should not be allowed to marry until they are 18 and boys 20.

Portalis: What about the question of divorce?

Napoleon: I do not care for divorce, but sometimes it is necessary.

Portalis: I don't think it should be allowed at all.

Napoleon: There are times when a couple is incompatible.

Portalis: But if they enter marriage with the idea that when they do not have affection for one another they can divorce, there is little reason for them to be married in the first place.

Napoleon: Perhaps we should place restrictions on divorce. Only after two years, and then only after the two have sought guidance.

Tronchet: That is a fine idea.

Second Narrator: In six months, Napoleon and his committee drafted 2,281 articles of the Civil Code. However, the Tribunate was opposed to it and only after a wait of four years, in 1804, did the Code Napoleon become the law of the land.

First Narrator: Napoleon created an empire that controlled Continental Europe. His enemy was Great Britain. In 1811, his ally, Russia, joined forces with Great Britain. Napoleon decided to crush the Russians.

Murat: It's like a ghost town. No worshipping crowds here.

de Caulcaincourt: It is amazing. Russia is the most oppressed country of all and yet it is the most reluctant to be liberated.

Ney: Look there, more fires.

Napoleon: They're burning down the city.

Ney: That is to be expected. They did it to every village we came to on the road from Smolensk.

Napoleon: Did they find the hoses and pumps yet?

Ney: No. The Russians took them with them.

Murat: Our soldiers are doing the best they can with buckets.

Napoleon: Have we discovered who is setting the fires?

de Caulaincourt: Yes. They released convicts and gave them fuses and gunpowder to burn the city to the ground. We shoot them wherever we find them, but it doesn't do much good. They're like rats, they emerge from the cellars, light the fires, and then dodge back into the ground.

Ney: It looks like it might be difficult for us to winter here.

Napoleon: I suppose. I am still hoping for some sort of peace offer from Tsar Alexander.

de Caulaincourt: I doubt that you will get one.

Napoleon: Why?

de Caulaincourt: Not as long as there are Frenchmen on Russian soil.

Napoleon: I am sure that he will make some offer. When we defeated him at Austerlitz and Friedland he made peace. He will again after his defeat at Borodino.

Ney: I am not sure that it was a defeat.

Murat: Of course it was. He lost 44,000 men.

Ney: And we lost 33,000.

Second Narrator: Napoleon waited for word from the Tsar about a peace treaty. No word came. He sent special ambassadors and they were turned back without ever reaching their destination.

Napoleon: Maybe we should march on St. Petersberg.

Davout: I don't think that would be wise.

Napoleon: It may be the only way we can force the Tsar to make peace.

Berthier: Remember, we let that old fox Kutuzov get away at Borodino. He escaped with a large part of his army.

Murat: And he's still out there somewhere. He could cut our lines of communication. We could wind up with a long march in front of us and no ability to get supplies.

Napoleon: I see your point.

Berthier: I think that we should stay here in Moscow for the rest of the winter as we planned to do.

Davout: Even though most of the city is burned, there is enough housing for the troops and there seems to be plenty of food for the men.

Napoleon: I feel uneasy staying here.

Berthier: So do I. I keep worrying that those convicts will burn the rest of the city down and we'll be caught out in the open in the middle of winter.

Napoleon: We will have to withdraw and winter in Poland.

Murat: Remember what happened to Charles the Great of Sweden. His army was caught in the winter snow and froze to death.

Napoleon: We won't make the same mistake. We will leave earlier before the hard winter sets in.

Murat: Remember, the villages were burned on the way.

Napoleon: We'll take a route more to the south. There we can count on food being available.

First Narrator: Napoleon did not move quickly. On October 15, three inches of snow fell on Moscow. On October 18, Murat was caught by surprise by Kutuzov and lost 2,500 men. Napoleon was shaken. On October 19, the first units began to withdraw from Moscow.

Second Narrator: A short distance out of Moscow, Napoleon found his way blocked by Kutuzov, and he had to turn north to follow the same barren route that led him to Moscow. The winter turned cold.

First Soldier: My hands have no feeling in them.

Second Soldier: That's a bad sign. Slap them together.

Third Soldier: I can't see! I can't see! I'm blind!

Second Soldier: You're not that bad off. Just hang on to me.

First Soldier: We have to get warm.

Fourth Soldier: That wind slices right through you.

First Soldier: Look, there's a body. I want the hat.

Second Soldier: I need the boots. My feet are frozen.

First Soldier: Damn, his gloves are frozen to his hands.

Second Soldier: Look in his pack. See if he has any food.

First Soldier: None.

Second Soldier: There's a horse over there.

Fourth Soldier: Give me a knife.

First Soldier: What are you going to do?

Fourth Soldier: Slice open the horse's belly.

Second Narrator: The soldier jabbed the knife into the horse, and using both hands, cut open the horse. Steam rose from the horse as the warm flesh met the cold air.

Fourth Soldier: Here, help me pull out the horse's guts.

First Soldier: It feels so warm.

Second Soldier: This is the warmest I've been for days.

Fourth Soldier: Come on, help me! Let's clean out this horse's insides.

First Soldier: What do you plan to do?

Fourth Soldier: Crawl inside. It will keep us warm most of the night.

First Narrator: Finally, on November 9, Napoleon reached Smolensk. Now Napoleon had to contend with Russians as well as the cold.

Second Narrator: Napoleon left Smolensk on November 14. Six days later he heard that a Russian general had burned the bridge over the Beresina, the only escape route for the French Army. On the afternoon of the 25th, Napoleon arrived at the Beresina River.

Davout: The bridge is out.

Napoleon: Just as we heard.

de Caulaincourt: We're trapped. The Russian army is closing in from the north.

Ney: And there's Kutuzov bringing up our rear. He has about 80,000 men.

Napoleon: And we're down to 49,000 men.

Murat: And there is one Russian army on the other side of the river waiting for us to cross.

Napoleon: Can the bridge be repaired?

Murat: I'm afraid not. The artillery fire is too heavy for us to send men out to repair it.

Davout: It looks as if we might have to surrender.

Napoleon: The situation doesn't look good. I think, Gentlemen, we should burn our papers so that they don't fall into the hands of the Russians.

de Caulaincourt: There is some good news. A cavalry officer reported crossing a ford nine miles up river.

Napoleon: How wide is it?

de Caulaincourt: He said it was about six feet deep and a hundred yards wide.

Napoleon: That seems like our only chance to cross the river.

Fourth Officer: What about the Russians on the other side?

Napoleon: Send a detachment with Ouidnot downstream. Have them cut down trees as if they're going to build a bridge. Have them make a lot of noise. Maybe we can draw the Russians off. Do we still have our engineering equipment or have we lost that too?

Third Officer: No, Sir. We have forges, tools and bridging equipment.

Napoleon: Is there a village near the ford?

de Caulaincourt: Yes.

Napoleon: Tear it down. Use it to make the pontoons.

First Narrator: Napoleon's diversion worked. The Russians on the opposite bank were drawn downstream while Napoleon marched his army upstream to where the bridge was being constructed.

Napoleon: I want two bridges built. We will have to get across them fast before the Russians come back. Build a light one for the infantry to cross and a heavy one for the artillery.

Davout: The men are tired, Sir.

Napoleon: And cold.

de Caulaincourt: Yes, they've been working in the freezing water up to their necks to drive the piles for the bridge.

Napoleon: All right, give the men a break. I have some brandy I can share with them.

Second Narrator: The engineers worked in the water for 24 hours as Napoleon urged them on and gave them brandy to warm their bodies. The bridges were finally built.

Napoleon: Get the troops across. The Russians are already approaching.

Davout: They are on the march now.

Napoleon: The engineers?

de Caulaincourt: Most of them are dying. Frostbite, exposure. Standing in that freezing water was too much.

Napoleon: Poor devils! If it weren't for them we wouldn't have made it out.

First Narrator: After the retreat from Russia, Napoleon's other allies, Prussia and Austria, deserted France.

de Caulaincourt: I don't like the idea of meeting with Metternich.

Ney: Nor do I. I don't trust him. Why won't Francis meet with us?

Napoleon: I don't like his coolness. I've treated him like family. He is my father-in-law. I've given him no reason not to trust me.

Ney: Something is wrong.

Napoleon: I am really disappointed. I had Marie Louise write her father every day during the summer. I was hoping that now that we had a son, his grandfather would be more trusting.

de Caulaincourt: I'm afraid that a King will never trust us. They view us as a threat.

Murat: That is the attitude of Metternich. Remember, his family estate was taken when the revolution began a number of years ago, and all of his serfs were released.

Ney: Look at the evidence. He failed to send an army when we drove the Prussians back out of Germany.

Napoleon: He claimed he had none, that he lost his army in the retreat from Moscow.

Ney: We cannot trust these monarchies. Could we trust the Prussians? As soon as we were driven out of Russia, they betrayed us and joined the Russians.

de Caulaincourt: And do we get help from Austria? No. Francis is going to betray us as well.

Napoleon: I hope not. He is family. My son is his grandson.

Servant: Court Metternich is here.

Napoleon: I am curious to see what he has to offer.

Second Narrator: Napoleon met with Metternich, the Austrian Prime Minister.

Metternich: We must do something to bring an end to the fighting with Prussia.

Napoleon: The easiest way would be for Austria to honor our alliance and join us in crushing the Prussian army.

Metternich: We believe that our best role would be to serve as mediator between you and Prussia. We believe that it is important for us to bring peace.

Napoleon: Then you will not help us?

Metternich: No. We will remain neutral. We think that it would be better to suspend our alliance for the time being.

Napoleon: Suspend! Why suspend? If you want out of it, you're out of it. If you want to be neutral, really be neutral.

Metternich: We feel that we need to be completely independent if we are to mediate this war.

First Narrator: The next meeting took palce at the Marcolini Palace in Dresden.

Napoleon: There you are, Metternich! Welcome!

Metternich: Hello, how are you?

Napoleon: Why are you so late? If you want peace so badly I would think we would have met a month ago when I asked for a meeting.

Metternich: You must remember, Napoleon, that I must spend time convincing the other side that peace is necessary.

Napoleon: That is what you call it. I say that they're taking time to build the armies that I destroyed last summer.

Metternich: We are concerned with setting up a balance of power so that no one has too much power. This way, we believe, peace will be maintained.

Napoleon: What do you mean?

Metternich: We believe that a group of independent states of equal power will be better for keeping the peace.

Napoleon: Come to the point.

Metternich: It is clear that a balance of power is needed.

Napoleon: Get to the point, what do you want?

Metternich: We have spent some time thinking about that.

Napoleon: What is it that you want? What will it take to keep you neutral?

Metternich: Well, that is complicated.

Napoleon: I've offered you Illyria to stay neutral. I can take care of the Prussians and the Russians. All I want you to do is to stay neutral.

Metternich: You do not have to fight alone. We have built an army of 200,000. You can have our army if you want.

Napoleon: I thought you wanted to be neutral.

Metternich: The time has come when we can no longer remain neutral. We must fight either for or against you.

Napoleon: What are your terms? What are your demands?

Metternich: We would like Illyria in Northern Italy. Russia should get Poland, and Prussia should get all the territory up to the Elbe River.

Napoleon: What?!

Metternich: And the Confereration of the Rhine should be dissolved.

Napoleon: You don't want peace. You want to destroy the French Empire. This is just a trick.

Metternich: If you want peace, this must be done.

Napoleon: I've just won two victories over the Prussians and you expect me to agree to give up most of the territory we've won since 1800? We won't do it.

Metternich: It is necessary to have peace. You need peace as much as anyone. Your country has been at war too long.

Napoleon: I will not accept such conditions without drawing a sword. You can tell my father-in-law he is strangely mistaken if he thinks that a mutilated throne can shelter his daughter and grandson!

Metternich: We can very well join the Prussians and the Russians. It will be very difficult to win when you are opposed by three great powers.

Napoleon: I will not sacrifice the rights of people for peace. The people of Europe have been better off under our rule than ever before. I will not see them thrown back into serfdom.

Metternich: You must agree with these terms or we have nothing more to talk about.

First Narrator: The combined forces of Russia, Prussia and Great Britain defeated France. Napoleon was forced into exile on the little island of Elba in the Mediterranean. Napoleon, however, had many visitors.

Chaboulon: This is a rather bleak little island.

Napoleon: 12 miles by 18 miles to be exact.

Martini: There must not be much to it.

Napoleon: We keep very busy. The island is very poor. We've been trying to help out the people.

Cambronne: Before Napoleon came, the people here had to import most of their food. Napoleon has been encouraging them to grow their own.

Napoleon: I even set an example. I have my own garden.

Cambronne: And we have been trying to develop some industry such as the iron mines on the eastern side of the island.

Napoleon: What hurts me most is that they won't let my wife and son come.

Martini: I hear they have been taken into the Austrian Court of Francis.

Napoleon: I suppose I may never see them again.

Chaboulon: You must miss France and the power you once had.

Napoleon: I do, but if it is best for France that I am not its ruler, and if Frenchmen are happy, then I will tolerate it.

Martini: Unfortunately, that is not the case.

Chaboulon: The new King is trying to roll back the clock. They discharged half the regular officers at half pay while they are putting in those powdered wig emigres into all the good jobs.

Martini: And they aren't worth a cent. The King himself is in a wheelchair and he is lazy. He is even slow in signing his name. His niece who holds court in Tuileries is ugly and clumsy.

Chaboulon: The Royalists call her the "Angel of Peace." Most Frenchmen think she is a clown.

Martini: The millions of Frenchmen who live on the national lands are afraid they will lose them at any moment.

Chaboulon: Many Frenchmen are wearing violet watchchains. When they're asked, "Do you like violet?" they answer, "It returns in the Spring."

Martini: Will you return?

Napoleon: I don't know. They keep me under close watch here.

Cambronne: And they are not paying the money they promised in the treaty.

Napoleon: I believe that what they want is for me to reduce the number of troops I have with me. It is increasingly difficult for me to pay them. The only way we've made it this far is because my mother sold her diamonds.

Cambronne: We suspect that they want his personal guard reduced so that they can easily deport him to a far off prison island.

First Narrator: Napoleon decided to return to the mainland as soon as he had a chance. Soon Neil Campbell, who kept watch over Napoleon for the English, left for the mainland. Napoleon immediately began preparations and on March 26, on a Sunday afternoon, Napoleon embarked with 1058 troops on seven vessels.

Boissart: I wonder what the reception will be.

Napoleon: Fluery says it will be positive.

Boissart: Do you plan to muster an army?

Napoleon: I want to go to Paris alone. I want to arrive on Louis XVIII's birthday.

Boissart: But what if you receive opposition? 1000 men are not very many.

Napoleon: I am hoping that the French people will rally to me.

Boissart: What if they don't?

Napoleon: Then it will be simple. At the first encounter 30 or 40 of our men will be killed and the rest will surrender. Then France will be quiet and I will be finished.

Second Narrator: After several days of travel towards Paris, Napoleon encountered his first opposition.

Cambronne: Napoleon, Napoleon. There is a battalion in a strong position a few miles ahead of us.

Napoleon: Give me the spy glass.

Cambronne: From the looks of it they have about 700 men.

Napoleon: Yes. They're from the 5th Line Regiment.

Cambronne: We outnumber them. We can cut our way through.

Napoleon: Yes, but I don't want any bloodshed. See what their intentions are.

Cambronne: Do you intend to fire on us?

Delessart: I will do my duty.

Napoleon: Order the Polish lancers to advance slowly. We'll see what he does.

Cambronne: He is simply taking his men to new positions.

Napoleon: Tell the lancers to come back.

Cambronne: What do you intend to do?

Napoleon: Tell the Guard's Band to play the Marseillaise. I am going out to talk to them.

Second Narrator: Napoleon rode within pistol shot of the troops. He dismounted and walked toward the 700 loaded guns aimed at him.

Randon: There he is. There's Napoleon. Fire!

Napoleon: If you want to kill your Emperor, here I am.

First Narrator: Napoleon took a few steps forward and drew back the lapels of his overcoat.

Soldiers: Long live the Emperor!

Soldier: Just see if we want to kill you.

Napoleon: The Bourbons have no legal right to the throne because it wasn't given to them by the nation as a whole. You have already been threatened with the return of tithes, privileges for the nobles and clergy, and the other abuses that you fought to get rid of.

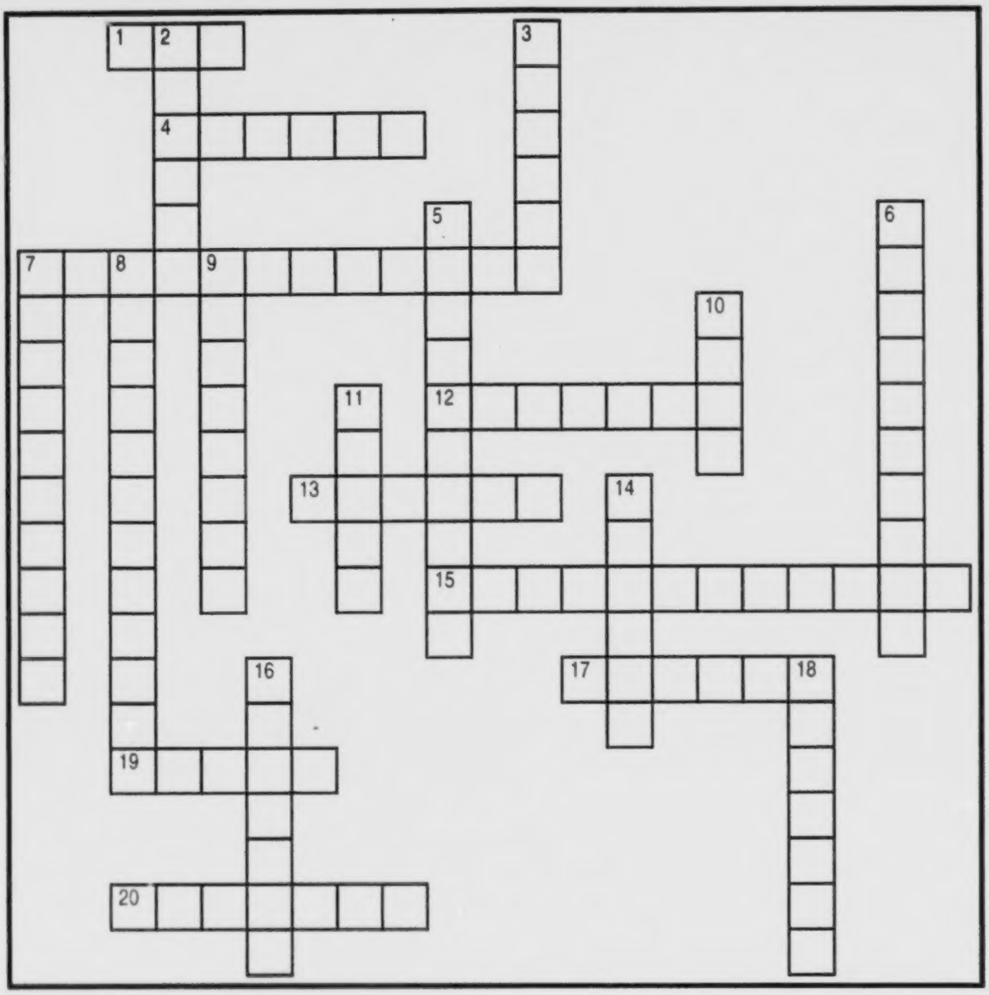
Soldiers: Yes, Sir. They've been threatening us with that.

Napoleon: I hope that you will join me in protecting the gains of the Republic.

Second Narrator: Napoleon marched on to Paris. Louis XVIII left the country. The entire army of 200,000 went over to Napoleon. Another 100,000 volunteered for service. Napoleon found himself surrounded by enemy armies and now he had to march out to defeat them.

Second Narrator: Napoleon marched out to meet the enemy. He was defeated at Waterloo. This time he was exiled to the far away and closely guarded island of St. Helena where he died.

Napoleon Crossword



ACROSS

1 One of Napoleon's greatest generals.
4 A peace agreement.
7 Legal system promoted by Napoleon (2 wds.)
12 Similar to a king.
13 The most powerful country in Europe.
15 A basic set of laws.
17 An allowance of food.
19 The capital of France.
20 Sometime ally, sometime enemy of France.

DOWN

2 A social class; one's property.
3 To quit.
5 Austria's prime mininster.
6 One country's representative to another country.
7 A secret plan.
8 Rule by a dictator.
9 He divorced his sonless wife.
10 A peasant.
11 The king of Naples.
14 To give away your side to the enemy.
16 These people finally defeated Napoleon.
18 Not taking sides.

Lenin & Trotsky and the Rise of Communism

Plays, Puzzles and Activities About World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201

Lenin & Trotsky Teacher's Guide

INTRODUCTION

Lenin spent most of his life as an obscure revolutionary on the fringe of radical politics. His life was of little consequence until the events of World War I, the Germans and his own boldness propelled him to power.

This play describes the events of Lenin's life that led to the overthrow of the Russian government. The unit includes three activities, a test, a study guide, an introduction and a chronology to help the students digest the facts and vocabulary.

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Crossword Puzzle

ANSWERS

Study Guide

1. attempted to kill the Tsar; 2. Kazan; 3. for participating in a student protest; 4. organized and educated workers; 5. for distributing a newspaper; 6. overthrow the Tsar and create a constitutional democracy in Russia; 7. Bolsheviks believed in the violent overthrow of the government by a small group; Mensheviks believed in cooperation with business people to achieve peaceful change; 8. thought they were gangsters; 9. to disrupt the Russian government; 10. defeats in World War I and economic chaos; 11. Kerensky, establish constitutional representative government; 12. thought it was premature; 13. eliminate them; 14. peasants did not want to turn over crops and cattle to the government.

Test

1. Siberia; 2. by violent means led by a small elite group; 3. Krupskaya; 4. by peaceful means with various classes cooperating with on another; 5. Piekhanov; 6. Germans; 7. World War I and economic chaos; 8. Trotsky; 9. Cheka; 10. Kronstadt; 11. allowed private enterprise and peasants to own farms; 12. Kamenev and Zinoviev; 13. Kerensky.

Activity 1

1. Ulyanov; 2. Krupskaya; 3. Kerensky; 4. Plekhanov; 5. Stalin; 6. Dzerzhinsky; 7. Kollantay; 8. Trotsky; 9. Sverdlov; 10. Zenoviev.

Activity 2

1. Cheka; 2. Bolshevik; 3. proletariat; 4. soviets; 5. bourgeoisie; 6. Mensheviks; 7. Tsar; 8.

Crossword Answers

Across: 4. private enterprise 7. boil 8. Germany 11. comrade 12. Mensheviks 14. rot 15. assassinate 16. war 17. aristocrats.
Down: 1. Winter Palace 2. tsar 3. central committee 5. economics 6. politburo 7. Bolsheviks 9. proletariat 10. Trotsky 12. Moscow 13. socialism 15. assets.

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Lenin & Trotsky

Introduction

The chief enemy of the United States in the past 35 years has been the Soviet Union and the philosophy it represents—Communism. Had it not been for the actions of one person, Vladimir Ilyich Ulyanov, better known as V. I. Lenin, that might not be the case.

Lenin's persistence and conviction that he was right—and everyone else was wrong—was what brought the Bolsheviks to power in Russia. Most Russians did not support them. The Russian people supported more moderate groups. That made no difference to Lenin. Once in power, he made sure that there was no opposition to the Communists.

Lenin's rise to power was unexpected. For most of his life he was on the outside looking in. His first arrest, for attending a student protest meeting, was more for his brother's involvement in an attempt to assassinate the Tsar. Lenin became a Marxist. In the 1890's, he organized a revlutionary group in St. Petersburg. Again he was arrested. This time he was sent to Siberia.

In 1900, he left for Europe to join many other Russian exiles who were working to overthrow the Tsarist Government. The exiles were organized into the Russian Social Democratic Party. They believed in Marxism.

Marxism is the belief that economic forces are the basis of all things that happen in life, and that the poor workers—the proletariat—will eventually control the government. The goal of Marxism is to distribute wealth according to what people need.

Within the Social Democrats there were different views of how to achieve the goal of Marxism. The Mensheviks, led by Plekhanov, believed in a moderate approach. They thought that by joining together with businessmen and professionals—the bourgeoisie—they could overthrow the Tsar by peaceful means.

The Bolsheviks believed that only the workers led by a small group of dedicated revolutionaries could overthrow the government. They thought it could only come about by violent means. Lenin shaped the ideas of this group and became its leader.

The Tsar gave up his throne in the last days of World War I. A new government was formed under the leadership of Alexander Kerensky. This government favored constitutional government and an elected legislature to make the laws.

Lenin was returned to Russia by the German government which hoped that Lenin's return would cause problems for the new Russian government. Lenin and the Bolsheviks overthrew Kerensky's government.

Leon Trotsky organized the Red Army to win the civil war against the many forces that opposed the Bolsheviks. The Bolsheviks then proceeded with their program to turn Russia into a communist state. The government took control of the factories and took the crops and cattle grown by the peasants. Violence was used to eliminate anyone who disagreed with the new rulers.

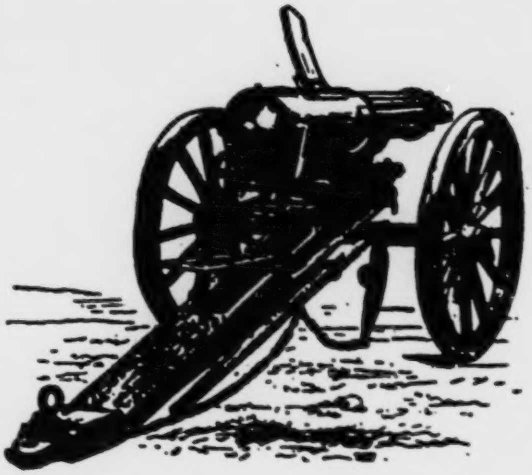
The economy of Russia was destroyed. Many workers and peasants were unhappy. The sailors at Kronstadt naval base revolted against the Bolsheviks. They were ruthlessly destroyed. Lenin, however, embarked upon a new economic policy which allowed private ownership and allowed peasants to keep their crops and cattle.

Lenin's health began to fail. After a series of strokes he died in 1924. Some think that he was poisoned by Josef Stalin. Stalin had built up his power and influence, and, in spite of the fact that Lenin did not like him, he became Lenin's successor.

CHARACTERS

This play has 28 parts. The number of speaking lines is indicated in parentheses.

Narrator (98)
First Policeman (23)
V.I. Lenin (198): Real name is Vladimir Ilyich Ulyanov; leader of the Bolsheviks.
Second Policeman (15)
Nadezhda Krupskaya (24): Lenin's wife.
Anatoly Vanayev (2): A member of the revolutionary group called the Petersburg League for the Liberation of the Working Class.
Yury Martov (21): Also a member of the Petersburg group.
Georgy Plekhanov (11): Leader of the Social Democrats and an advocate of peaceful revolution.
Leon Trotsky (43): Real name: Lev Bronstein; second most important leader of the Bolsheviks; organizer of the Revolution and the Red Army.
Georg Sklarz (19): A representative of the German government.
Alexander Shotman (24): A Bolshevik.
Yakov Sverdlov (9): Chairman of the Bolshevik Central Committee.
Grigory Sokolnikov (2): Member of the Bolshevik Central Committee.
Moses Uritsky (3): Member of the Bolshevik Central Committee.
Felix Dzerzhinsky (16): Member of the Bolshevik Central Committee; commander of the Cheka (secret police).
Grigory Zinoviev (14): Member of the Bolshevik Central Committee; close friend of Lenin.
Lev Kamenev (15): Member of the Bolshevik Central Committee; close friend of Lenin.
Audrey Bubnov (5): Member of the Bolshevik Central Committee.
Woman (2)
Eino Rahj (14): Friend of Lenin.
First Soldier (7)
Second Soldier (2)
Guard (9)
Issac Steinberg (22): Minister of Justice under the Bolshevik government.
Vladimir Bonch-Bruyevich (4): Lenin's secretary.
Pavel Dybenko (7): Commander of the Baltic fleet.
Nikolay Bukharin (4): Member of the Bolshevik Central Committee.
Alexander Kollantay (15): Bolshevik and leader of the worker's opposition to Lenin.
Alexander Shylapnikov (9): A Bolshevik and leader of the workers' opposition to Lenin.



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Lenin & Trotsky

Chronology

22 April 1870: Lenin is born.

1873: Nechayev condemned to 20 years hard labor; he advocates use of violence and the revolutionary take over of the government by a small elite group.

1879: Birth of Leon Trotsky.

1881: Alexander II, Tsar of Russia, assassinated.

1887: Lenin's brother hanged for attempting to assassinate the Tsar; Lenin arrested for participating in a student protest.

1895: Lenin arrested in St. Petersburg for underground activity.

1897: Lenin is exiled to Siberia.

1898: Lenin marries Krupskaya.

1900: Lenin leaves Russia and goes to Europe.

1905: Father Gapon leads procession to Tsar's palace; many are killed; sailors mutiny on cruiser Potemkin on Black Sea.

1914: World War I starts.

1917: Tsar abdicates; Lenin arrives in St. Petersburg; Winter Palace falls; Bolsheviks take control of government.

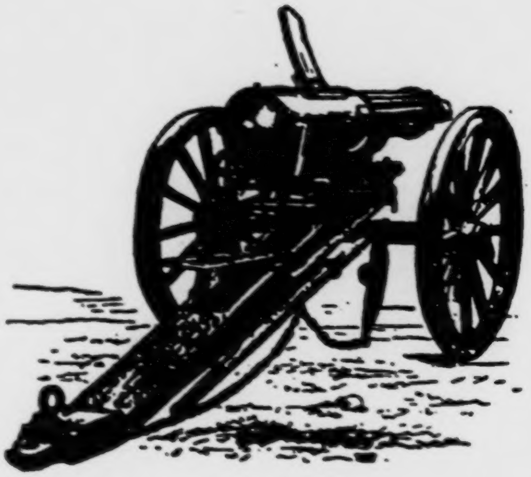
1918: Democratically elected Constituent Assembly meets and is destroyed by the Bolsheviks.

1918-20: Civil war fought in Russia.

1921: Sailors at Kronstadt revolt against government; New Economic Policy announced.

1922: Lenin's health begins to fail.

1924: Lenin dies and Stalin takes control of government.



Lenin & Trotsky Study Guide

Directions

You will find the answers to these questions in the play.

1. What did Lenin's brother do that angered the authorities?

2. Where did Lenin go to school?

3. Why was Lenin arrested when he was a student?

4. What kind of activity did Lenin engage in while in St. Petersburg during his youth?

5. Why was he arrested in St. Petersburg?

6. Who were the Social Democrats and what were their goals?

7. How did the Bolsheviks and Mensheviks differ?

8. What was the attitude of Plekhanov toward the Bolsheviks?

9. Why did the Germans want Lenin to return to Russia?

10. What were the circumstances that brought the downfall of the Tsar?

11. Who headed the government after the fall of the Tsar and what were its goals?

12. Why did some Bolsheviks oppose Lenin's plans for revolution?

13. What did the Bolsheviks do with people who opposed its programs?

14. Why did the Bolsheviks' first economic program fail?

Lenin & Trotsky Test

Directions

Answer the questions below and fill in the blanks.

1. Lenin and other revolutionaries were sent by the Tsar's Government to ______________________.

2. How did the Bolsheviks believe that a revolution would come about?

3. Lenin's wife was ______________________.

4. In what way did the Mensheviks believe that a revolution would take place?

5. ______________________ was the leader of the Social Democrats.

6. The ______________________ returned Lenin to Russia in an attempt to force the Russians out of the war.

7. What conditions allowed the Bolsheviks to take power?

8. ______________________ organized the Red Army.

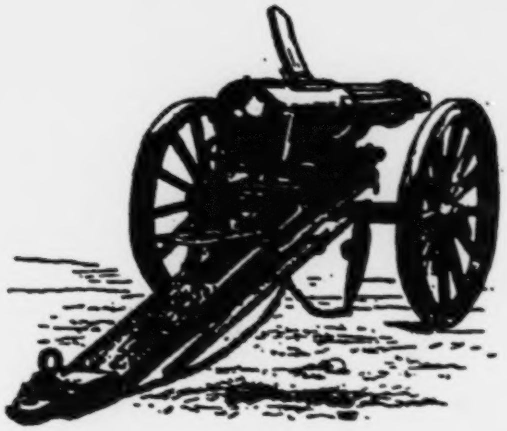
9. The Communist secret police was called the ______________________.

10. The sailors at ______________________ revolted against the Bolshevik government because they thought it had betrayed the revolution.

11. What was the NEP?

12. ______________________ and ______________________ opposed Lenin's plans for an immediate revolution in St. Petersburg.

13. ______________________ headed the government that the Bolsheviks overthrew.



Directions

Unscramble the names below.

1. Lenin's real name was (LVYUONA) ______________________________.

2. Lenin's wife was named (KKYAAUSPR) __________________________.

3. (EEYKKRNS) ____________________ was the head of the government after the first revolution.

4. (VKPELHONA) ____________________ was the leader of the Social Democrats.

5. (AISTLN) ____________________ took Lenin's place.

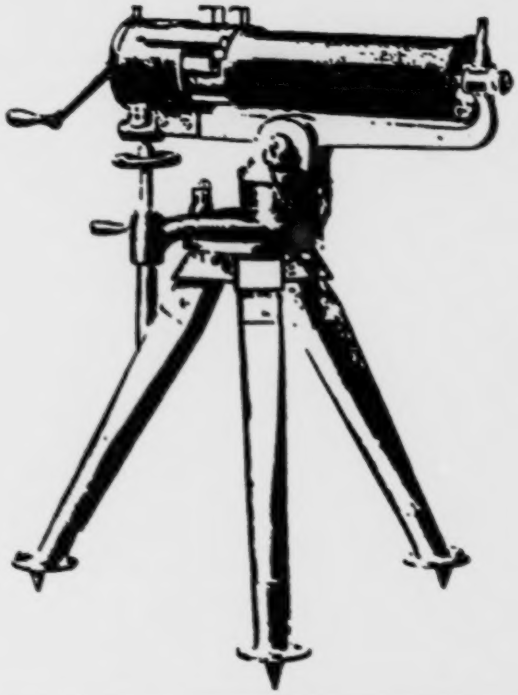
6. The head of the Secret Police was (ZZYKHRDEISN) ______________________.

7. (LKLTANAOY) ______________________ opposed Lenin's treatment of the workers.

8. (YSKTTOR) ______________________ organized the Red Army.

9. The head of the Central Committee was (DVSOLVRE) ____________________.

10. (ENZVIVOE) ______________________ was in charge of the government in Petrograd.



Lenin & Trotsky Word Scrambles

Driections

Unscramble the terms below.

1. The first name for the secret police of the Communists was (HKCAE) ____________.

2. The party headed by Lenin was the (KVIBLHSOE) __________________ Party.

3. The workers were called the (TTAAIEPRRLO) ______________________________.

4. Committees of workers were (SEVOITS) ______________________________.

5. Lenin considered the (RBGEIEIOSUO) ________________________ the enemy.

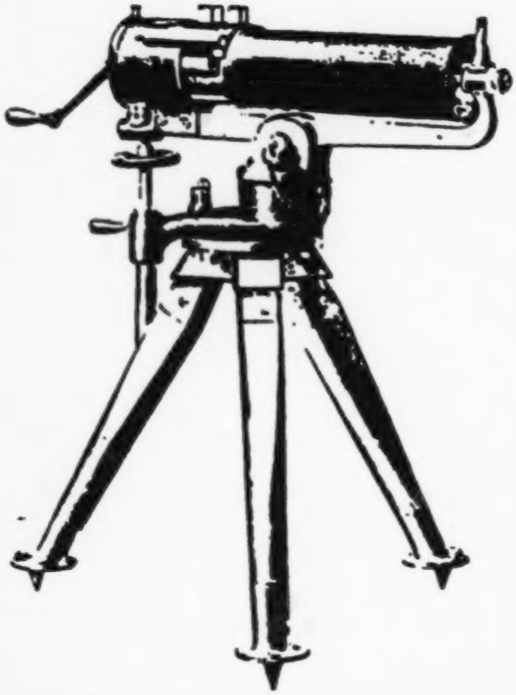
6. Most of the Social Democrats belonged to the (HMKIVEENSS) ________________.

7. The ruler of Russia was known as the (SRTA) __________________.

8. One who disagreed with the Communists was called a (YRTERANCOIA) ______________________.

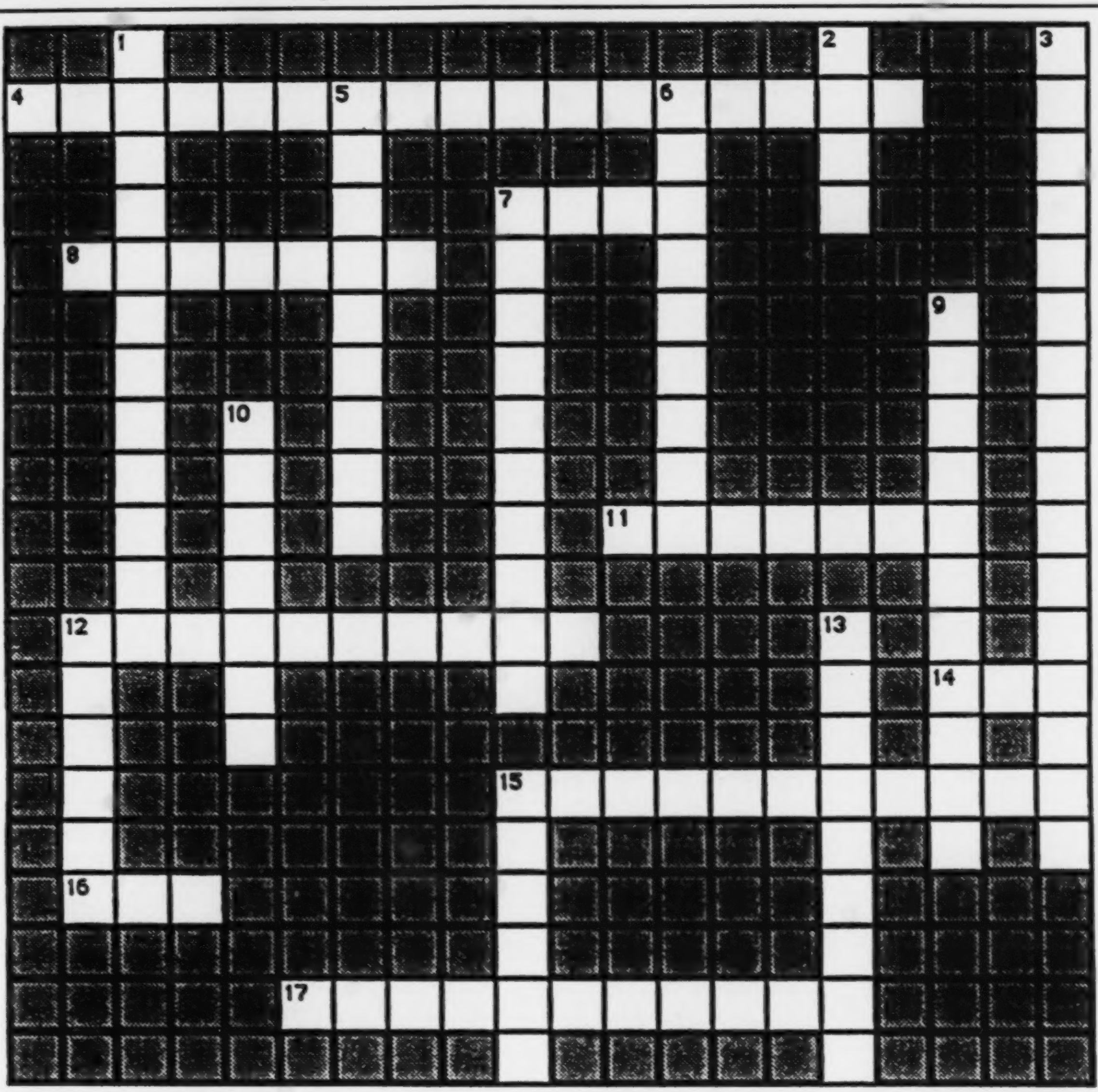
9. The (LTTPCAAIISS) ________________________ owned the means of production.

10. The Communists created a (NAAATTTOLIRI) ________________________ form of government.



Activity 2

Lenin & Trotsky Crossword



Across

4. Profit seeking ownership (2 words).
7. What hot water does.
8. Russia's enemy.
11. A partner; member of the communist party.
14. What old food does.
15. To kill a public figure.
16. Armed conflict.
17. Members of the upper class.

Down

1. The last holdout of the Kerensky government (2 words).
2. The Russian king.
3. Ruling group of Bolsheviks (2 words).
5. How wealth is produced and distributed.
6. Elite group of Bosheviks.
7. Communists (old name).
9. Working class.
10. Organized the revolution.
12. Capital of Russia.
13. Government ownership of industry.
15. What people own.

Narrator: His father had died. His mother moved from Simbirsk where Vladimir was born. He enrolled in Kazan University as a law student.

First Policeman: What were you doing at the meeting, Ulyanov?

Lenin: Nothing. I was just listening to the speeches.

First Policeman: We saw you clench your fist.

Lenin: What of it?

Second Policeman: That was an illegal protest against the government. Students are not allowed to meet.

Lenin: All of the students were at the meeting. That's why I was there. I committed no crime.

First Policeman: It was a protest meeting. We cannot tolerate that.

Lenin: It was a peaceful meeting. The students have a petition to present to the Minister of Education.

Second Policeman: Your father would be ashamed of you, Ulyanov, if he knew that you were involved with these radical students. He was a respected educator.

First Policeman: But it runs in the family. His older brother tried to assassinate the Tsar.

Lenin: He wasn't involved. He only knew the people who were.

Second Policeman: Wasn't involved? He made the bombs.

Lenin: But they didn't work.

Second Policeman: What is the difference? They stretched his neck for it anyway.

First Policeman: The same thing will happen to you, too, young man, if you're not careful.

Second Policeman: Don't you know it's useless to protest? You're just banging your head against a stone wall.

Lenin: There's a wall all right, but it's rotten to the core and if enough people bang on it, it will topple.

First Policeman: We are going to recommend that you be expelled from school.

Lenin: Why? Why me of all the students who were at the meeting?

Second Policeman: You know why.

Lenin: Because of my brother. That is all.

First Policeman: Put him in a cell for a few days.

Narrator: Lenin was expelled from the University. He spent the next year reading extensively and gradually developed revolutionary ideas. He then moved to St. Petersburg to work in a lawyer's office. Consumed with revolutionary passion, he went to France and Germany where he visited revolutionary leaders.

Lenin: Here is the copy of the first issue.

Krupskaya: Good. Let's see it.

Lenin: There are a few last minute changes that we want to make, but I'm eager to get it to the press.

Vanayev: It's important that we get this paper out right away.

Lenin: The time is right. There are strikes everywhere in St. Petersburg.

Krupskaya: And the police spies are everywhere. We must be careful.

Lenin: You're right. We must be careful. We cannot meet together again. If Vanayev could go over the draft tonight and make the corrections, Krupskaya can pick it up in the morning and take it to the printer.

Narrator: That night the Tsar's secret police arrested the conspirators.

First Policeman: What are you doing with this, Ulyanov?

Lenin: I must have picked it up somewhere.

First Policeman: It is illegal literature.

Lenin: I didn't know that.

First Policeman: Where did you get it? Did you write it?

Lenin: I must have picked it up by mistake at someone's house.

First Policeman: Whose house? Where?

Lenin: I don't remember.

First Policeman: Maybe some time in jail will refresh your memory.

Narrator: Lenin was kept in jail for a year. He still continued his revolutionary activity while in jail.

Krupskaya: Here's another message from Vladimir.

Martov: I don't see any message. It just looks like an innocent letter.

Krupskaya: You have to hold it up to a candle. He writes secret messages in milk between the lines of a regular letter.

Martov: Ah! So that is how it is done.

Krupskaya: See? The message appears. The heat from the candle flame brings it out.

Martov: What does it say?

Krupskaya: Bad news. Vanayev has tuberculosis.

Martov: That's unfortunate. How is Vladimir getting along?

Krupskaya: He says he is doing fine except that he had to eat several of his ink pots.

Martov: What?

Krupskaya: He takes little pieces of bread and shapes them into small bowls which hold the milk that he uses. When a guard looks in his cell he swallows them so the guard won't discover them.

Martov: Does he have any important messages?

Krupskaya: Yes, he has written a letter that he wants us to reproduce and to distribute to the workers.

Narrator: Lenin was sentenced to exile in Siberia for three years. Once he was released he went to Switzerland where he became a leader of exiled Russian revolutionaries. They held meetings. The stormiest one took place in London in 1907.

Plekhanov: I don't like Lenin's attitude. He seems to think that his way is the only way. He doesn't know the true principles of Marxism.

Martov: He is a dedicated revolutionary, but he is single-minded.

Plekhanov: He and his followers have been acting like a bunch of children at this conference.

Martov: What upsets me is that they are willing to defend the most high-handed tactics — like robbing banks.

Plekhanov: Nothing more than common criminals as far as I'm concerned. They're not going to accomplish anything by doing things like that.

Martov: I think that we can bring about the revolution by cooperating with the liberal business classes.

Narrator: If some of the Social Democrats did not like Lenin, he shared the same feeling about them.

Lenin: The Mensheviks are worthless. It is useless to cooperate with them. They sold out the revolution.

Trotsky: I still think it would be useful to maintain a relationship with them.

Lenin: Any group that wants to join with the bourgeoisie has no business talking about revolution.

Trotsky: At times alliances with other classes are useful.

Lenin: Only in extreme emergencies and only temporarily.

Krupskaya: Everyone knows, Leon, that the only way the revolution will come about is through the action of the proletariat.

Lenin: The liberal bourgeoisie is our worst enemy. They want to avoid revolution by making compromises and giving concessions.

Trotsky: But the proletariat is weak in Russia.

Lenin: If you believe that, Trotsky, you are nothing but a Menshevik in disguise.

Narrator: The Social Democrats squabbled among themselves. World War I began. In 1917, the war was going badly for Russia. The Germans, who had to fight the war on two fronts, wanted to take Russia out of the war.

Sklarz: The Germans are willing to give you permission to cross Germany to return to Russia.

Lenin: I don't like the idea. It seems strange that one of the most reactionary governments in the world would be willing to let me travel across its land.

Sklarz: They're not all that willing. They have limits.

Lenin: Limits! What limits?

Sklarz: They want you and the other Bolsheviks to travel in a sealed train under total secrecy.

Lenin: That sounds like a perfect set-up. They could murder us and no one would ever know.

Sklarz: They wouldn't do that. They view your return to Russia as in their interest.

Lenin: How is that?

Sklarz: The Russian government won't stop the war. They continue to fight even though they have tremendous losses.

Lenin: There are always many peasants in Russia. They have always been sacrificed and they will continue to be sacrificed. There is no concern for them.

Sklarz: The Germans hope a change of government may bring peace on the Eastern front.

Lenin: The workers in Petrograd want peace. That is one of their demands.

Sklarz: Precisely.

Lenin: What if the Russians stop me at the border and learn that I came across on a German train? They could shoot me as a traitor. I'm still a Russian.

Sklarz: There is no reason for them to find out how you got to Petrograd.

Narrator: Lenin returned to Petrograd a hero. Soon he published a plan for the takeover of the government. Most Bolsheviks were opposed to the plan. Then it was discovered that the Germans had provided Lenin the transportation to return to Russia. Lenin had to leave Petrograd and go to Finland.

Lenin: It is good to see you, Shotman. I've been here for ten weeks. I would like to get back.

Shotman: I've been sent to tell you that the Bolshevik Central Committee does not want you to return.

Lenin: What? That's incredible. I'm the only one who knows what should be done.

Shotman: They don't want you to return for your own safety. Many are still upset about the Germans transporting you through Germany.

Lenin: I won't tolerate it. I won't tolerate it. I'm going to return.

Shotman: Whatever you wish.

Lenin: What is happening in Petrograd?

Shotman: The strength of the Bolsheviks grows daily.

Lenin: The people are with us. It is time for the revolution.

Shotman: We can't take over the government now. We don't have the experts needed to run it.

Lenin: That's absurd. Any workman can become a minister in a few days.

Shotman: But government is so technical.

Lenin: A minister doesn't have to understand the technicalities. That can be left to the government functionaries.

Shotman: What about the money—when the banknotes of the Kerensky government are declared valueless?

Lenin: We'll simply print our own. We can run it off on the newspaper presses.

Shotman: Then you have people forging their own.

Lenin: We'll put complicated designs on the notes. These are not important matters. What we have to do is make decrees that will convince the Russian people that we are on their side.

Shotman: Like what?

Lenin: We must end the war. Then the soldiers would join us. We must take the land away from the priests and aristocrats and give it to the peasants. The peasants will come over to our side. The plants and factories will be taken from the capitalists and given to the workers. Then they'll be on our side. Once we have the masses on our side, everything else will fall into place.

Shotman: That seems reasonable, but I still think that running the government is a complicated business.

Lenin: But before we worry about that we must control the government. We must find the right moment to strike.

Shotman: I suppose you're right.

Lenin: Of course I am. Now, you must find a way for me to return to Petrograd.

Narrator: The Central Committee allowed Lenin to return. Lenin called a meeting of the Central Committee on the night of October 23, 1917.

Sverdlov: Things do not look good for our comrades in Minsk. The city has been surrounded by Cossacks. It looks as if they are going to attack our friends there. And it looks as if the Kerensky government is behind it.

Trotsky: Do we know that for sure?

Sverdlov: I don't think we do.

Lenin: It doesn't make any difference. The important thing is that we strike now. We must overthrow the government.

Sokolnikov: I'm not sure that we are ready for it.

Lenin: People are tired of slogans. They want action. Kerensky could surround this city with reactionary troops at any moment.

Trotsky: What you say is true. I think we should have the revolution at the same time as the Second Party Congress.

Lenin: What does the Second Party Congress have to do with it? We may not even have a congress if we don't seize power. We must fix a date now.

Uritsky: I see no use in talking about revolt. The Soviets are disorganized; they don't have enough rifles.

Lenin: We can get the support of the sailors and the soldiers, but we can only get their support if we have a plan.

Dzerzhinsky: Maybe we should set up a political bureau to guide the party on a day-to-day basis. Many decisions are going to have to be made.

Sverdlov: That is a good idea.

Lenin: But that still doesn't set a date.

Zinoviev: I just don't think we can succeed. We don't have the forces.

Kamenev: And if we fail? If the Kerensky government defeats us we may never have a revolution. All of us will wind up dead or in jail.

Lenin: That is cowardly.

Zinoviev: It is not cowardly. We have taken as many risks as you over the years. We want to strike when we have a good chance of winning.

Kamenev: Now is not the time.

Lenin: I say we vote on fixing a date.

Narrator: The committee decided to create a politburo and set a date for the revolt. The vote was 10 to 2 with Kamenev and Zinoviev dissenting. On November 5th, Kerensky had heard about the possibility of a Bolshevik takeover and began to move against them. That night his soldiers took control of their newspaper and their telephones.

Sverklov: Leon, Kerensky has moved against us.

Trotsky: What?

Sverdlov: The phones are shut down.

Sverdlov: The phones are shut down.

Trotsky: We can't be without communication! Form a motorcycle pool.

Bubnov: There is a woman here from the newspaper. She says that Kerensky's troops closed it.

Trotsky: What do you mean, closed it?

Woman: They came in and said we weren't to print any more; told us to leave; and they closed the doors and sealed them with wax.

Trotsky: Sealed them with what?

Woman: Wax.

Trotsky: Would you be willing to go back in and work?

Woman: Yes, all the printers are willing to work if they have armed guards.

Trotsky: Send a detachment over to the printing plant and have them break the seals and stand guard.

Dzerzhinsky: What should we do it they attack us here in the Smolney?

Trotsky: Order some of the military units to set up machine guns on the ground floor and on the roof. Order food to be brought in just in case we are attacked.

Dzerzhinsky: We can always retreat to the Peter and Paul fortress. The garrison there has come over to our side.

Narrator: That day the Kerensky government continued to function. They issued orders to the soldiers. The military Revolutionary Committee run by the Bolsheviks would countermand the orders.

Lenin: I wish I knew what was happening.

Rahja: You would think that they would send a messenger.

Lenin: They could send an armored car. Something, anything.

Rahja: Something is up. I think the revolution is starting.

Lenin: It's about time. I've been demanding for a month that it begin.

Rahja: I wonder how things are going.

Lenin: If it has started, I don't want to be left out. I want to go to the Smolney.

Rahja: That is very dangerous. Kerensky's troops might be on the streets. The street cars are not running and we'll have to walk the whole way.

Lenin: I'll wear a disguise. I'll put a bandage around my head. If anyone stops us, tell them I have a toothache and I can't talk.

Narrator: Lenin dressed in a wig and bandage. They walked toward the Bolshevik headquarters. At one point they were stopped by soldiers.

First Soldier: Stop, there. Where's your pass?

Rahja: What pass?

First Soldier: Your pass, you stupid slob. You're supposed to have a pass.

Second Soldier: Maybe if I hit him over the head he'll recover his senses.

First Soldier: He's drunk. Give him a few whacks and let him go. He's not worth our time.

Narrator: The two finally arrived at the Smolney.

Guard: Stop.

Lenin: Here's my pass.

Guard: That's the wrong color.

Lenin: What do you mean?

Guard: It's supposed to be red. The new passes are red.

Lenin: Well, I haven't received one yet. I've been in hiding.

Rahja: At least they're taking careful precautions.

Guard: I can't let you in without the proper pass.

Lenin: Do you know who I am?

Guard: No, and I don't care. You can't come in without the proper pass.

Rahja: He's the person who started the revolution.

Lenin: I have important business inside.

Guard: I don't care.

Narrator: Finally, after many minutes of arguing, Lenin was admitted to the building.

Lenin: I read that the Military Revolutionary Committee had been negotiating with the Kerensky troops. That is a terrible mistake. No compromises should be made.

Trotsky: There have been no negotiations. We put that report in the paper to make people think there was not going to be a revolution.

Lenin: If a revolution is going on, where is the shooting? Where are the soldiers? The streets are calm and deserted.

Trotsky: Our troops are moving into position right now. Before the night is over we'll have captured every important building, the power plant, the telephone exchange, the post office, the state bank and so on.

Lenin: It sounds as if you have things well in hand.

Narrator: The next morning only the Winter Palace remained in the hands of the government. The Bolsheviks assaulted the palace the following night and wound up in control of the government. Now Lenin and the Bolsheviks were faced with the task of running the government.

Steinberg: I am not happy over the murders of Shingarev and Kokoshkin.

Lenin: Nor am I. That is why I called you here. I think we should do something about it.

Bonch-Bruyevich: What do you know about it?

Steinberg: The nurses at the hospital say that two sailors committed the murder. They say that one of them wore a hat with the name Seagull on it.

Lenin: The Seagull is one of the ships of the Baltic fleet.

Steinberg: What do you want to do about it?

Lenin: I've drawn up a decree ordering the immediate arrest of the culprits.

Bonch-Bruyevich: What can you do about it, Dybenko?

Lenin: Yes, you are commander of the Baltic fleet.

Dybenko: I can write an appeal to the sailors not to do such things again and to ask for the guilty people to be turned in.

Lenin: Good. Do that. And we'll create a commission to investigate. Steinberg, you will head the commission.

Dybenko: Of course, they will regard it only as an act of political terror. After all, the people who were assassinated were ministers of Kerensky's cabinet.

Narrator: Finally, the murderers were identified. Steinberg brought up the matter of the arrest at a meeting of the People's Commissars.

Steinberg: I would like to announce that we have identified and arrested the two sailors who murdered Kingarev and Kokoshkin.

Lenin: Yes. That is good work, Steinberg.

Steinberg: What do you want us to do with them?

Lenin: I've received many telegrams from sailors in the fleet. They believe that their act was an act of political terror.

Steinberg: What difference does that make?

Lenin: The men who were killed were enemies of the government. Do you want to go against the sailors?

Steinberg: Yes. If we don't go against them now, it will be more difficult later. This was murder—not political terror.

Lenin: I don't think people are interested in such matters. Ask any worker and you'll find he has never heard of Shingarev or Kokoshkin.

Steinberg: It is a simple matter of surrounding the Marine barracks and arresting them. We can do that easily but I need a detachment of Red Guards with machine guns to take them by force.

Lenin: I don't think that will be necessary. After all, the two men who were killed were enemies of the new government.

Narrator: Lenin increasingly found it useful to use murder as a means of enforcing the decrees of the new government. Lenin also had to face the problem of the war and the Germans.

Trotsky: The only path we can follow is one of "no war, no peace."

Lenin: That doesn't even make sense, Leon.

Trotsky: It certainly does. We refuse to fight–that is what the soldiers want.

Lenin: And what do you mean by no peace?

Trotsky: The Germans want too much in dictating the peace terms. They want Poland and large parts of White Russia and the Ukraine. It is too big a price to pay.

Lenin: We have no choice. If we don't give them what they want they will march on Petrograd.

Trotsky: If we sign a peace that gives away a large part of Russia many of the people who have supported us won't continue to do so. They will turn against us. They will call us traitors.

Martov: What are you proposing, Vladimir, that we surrender?

Lenin: Yes. If we don't the Germans can destroy the revolution.

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Shylapnikov: Something must be done to cure the economic problems of the country. What we are doing isn't working. It's not just the sailors, it's the workers and the peasants as well.

Lenin: It is unfortunate. I always considered the sailors of Kronstadt to be the backbone of the revolution.

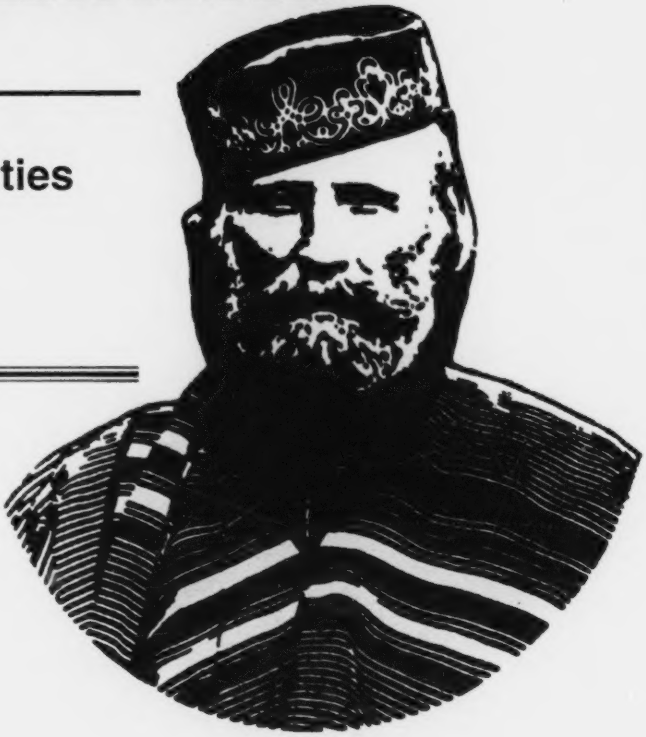
Dzerzhinsky: Such protests cannot be tolerated.

Lenin: No, they can't. Tell the sailors to surrender or their revolt will be crushed.

Narrator: The sailor's revolt was crushed. All the sailors were killed. However, Lenin was forced to agree to their economic demands. He began the New Economic Policy which allowed the peasants to keep their land and provided for private enterprise.

On January 21, 1924, after a long illness, Lenin died and Joseph Stalin took his place as leader of the Bolsheviks.

Giuseppe Garibaldi and Nationalism



Plays, Puzzles and Activities
About
World History

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Garibaldi — Teacher's Guide

Introduction

Garibaldi was a revolutionary who spent most of his life fighting frustrating and losing battles. His most outstanding success, the conquest of the Kingdom of Naples, was in a sense a defeat in that the Kingdom of Sardinia quickly took control. Yet, he never gave up fighting for that which he believed.

Fighting against impossible odds, wearing red shirts, but taking the side of the "right" cause, made Garibaldi a tremendously popular figure in England and America. He became a symbol of the cause of liberalism and nationalism in the 19th Century. Because he never gained power, he is often overlooked as a historical figure. This unit contains a play which describes his life, and activities which provide reinforcement of vocabulary and factual information.

Contents

Introduction
Chronology
Teacher's Guide
Play (8 pages)
Study Guide
Test
Activity 1: Scrambles: People and Geography
Activity 2: Word Scrambles
Activity 3: Pick a Hero; A values exercise
Crossword Puzzle
Crossword Puzzle Answers

ANSWERS

Study Guide
1. freedom and share the wealth; 2. the movement to unify Italy; 3. Austria; 4. a revolt failed and he was wanted for treason; 5. red shirt; 6. Sardinia; 7. Victor Emanuel and Cavour; 8. France and Napoleon III; 9. Naples; 10. his popularity and belief in republicanism.

Test
1. sailor; 2. Anita; 3. Young Italy; 4. St. Simon and Mazzini; 5. Resorgimento; 6. Austria; 7. Naples; 8. Charles Albert; 9. Cavour; 10. Victor Emanuel; 11. forced Garibaldi to turn over the fighting and the government to the Sardinians; 12. from fever and pregnancy while escaping from the Austrians.

Activity 1
1. Garibaldi; 2. Anita; 3. Mazzini; 4. Cavour; 5. Napoleon III; 6. Albert; 7. Sardinia; 8. Naples; 9. Nice; 10. Lombardy.

Activity 2
1. nationalism; 2. Resorgimento; 3. plebiscite; 4. republic; 5. monarchy; 6. conservative; 7. Legion; 8. Young Italy; 9. liberal; 10. radical; 11. unification; 12. romanticism.

Activity 3
Answers will vary.

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Characters

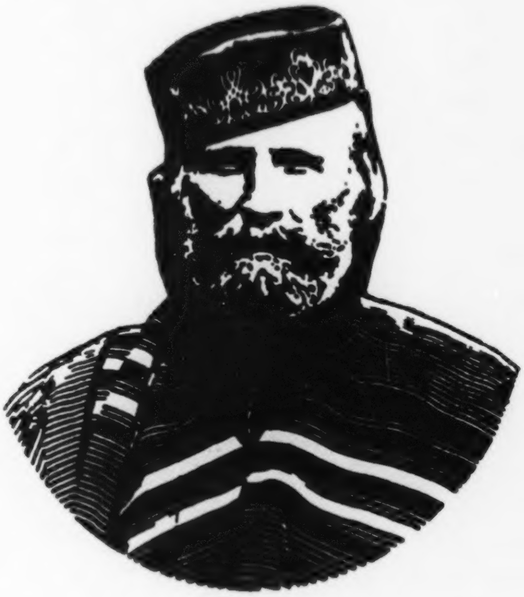
This play contains 24 speaking parts. The number of speaking lines is indicated in parentheses.

First Narrator (74)
Second Narrator (55)
Giovanni Covi (31): A member of Young Italy.
Giuseppe Garibaldi (123): A leader in the fight to unify Italy.
Luigi Cortini (8): A member of Young Italy.
Captain Gazzolo (13): The captain of the ship that returned Garibaldi from South America.
Anita Garibaldi (4): Garibaldi's wife whom he met and married in South America.
Luigi Rossetti (9): A member of the Legion.
Angelo Brunetti (20): A member of the Legion.
Leggero (25): A member of the Legion.
Bassi (12): A priest who served the Legion.
Priest (10): A priest forced to guide the Legion.
Luigi Brunetti (3): Son of Angelo and a member of the Legion.
Giuseppe Guerzoni (3): A member of the Legion.
Giacomo Bonnet (23): A friend of Garibaldi.
Guidi (2): A boatman who rescued Garibaldi.
Dr. Nannini (14): A doctor who tried to save the life of Anita Garibaldi.
Camillo di Cavour (32): Prime Minister of the Kingdom of Sardinia.
King Victor Emanuel (47): King of Sardinia.
Giuseppe La Farini (7): Secretary of the Italian National Society and a friend of Cavour.
Baron Ricasoli (7): Prime Minister of Tuscany.
Napoleon III (18): Emperor of France.
Luigi Farini (11): A Sardinian military governor.
Enrico Cialdini (8): A general in the Sardinian army.

Crossword Answers

ACROSS
3 NAPOLEON
4 ITALY
6 TOLERANT
7 SURRENDER
8 VATICAN
9 GIUSEPPE GARIBALDI
13 RADICAL
17 NATIONALISM
18 FRANCE
21 ARMS
22 SABRE
23 DELIRIOUS
24 SENTRIES

DOWN
1 FLOG
2 REVOLUTION
5 YOUNGITALY
10 SOCIALISM
11 PAPALSTATES
12 REDSHIRTS
13 ROME
14 UNITE
15 LIBERAL
16 KINGS
19 CANNON
20 DEATH



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Nationalism and Republicanism swept through the 19th Century. People, separated into small kingdoms, wanted to be united with other people who had similar customs and language. They also wanted rights guaranteed in constitutions rather than customs which were inherited from days past when nobles ruled.

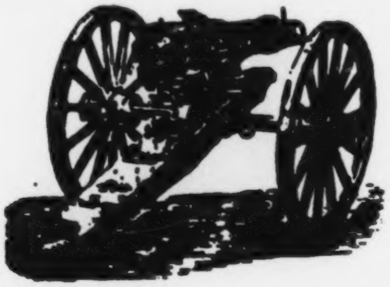
Many fought in the struggles to create nations in Germany, Italy and the Austro-Hungarian Empire. A few dedicated their lives to the struggle. One of these people was Giuseppe Garibaldi.

Garibaldi was born along the harbor of Nice which is now in France, but at the time was in the Kingdom of Sardinia. Garibaldi joined the Young Italy movement while in his twenties. He participated in a rebellion that failed, then went to South America where he spent thirteen years fighting for the liberal cause. He then returned to Italy to fight in the wars to unite Italy.

Garibaldi became famous throughout the world for his struggles. Where kings and diplomats fought and lost wars and made treaties, Garibaldi persisted, never giving up his ideal of uniting Italy. He had success and failure over his long years of struggle. In 1849, he was defeated by the Austrians and driven out of Italy. Along the way his beloved wife, Anita, died. Ten years later he invaded Sicily with only 1,000 men and defeated the Kingdom of Two Sicilies that had an army many times the size of his.

He also fought in France during the Franco-Prussian War and almost fought in the American Civil War on the side of the Union.

When he died in 1882, Italy and Germany had been united. Nationalism did not achieve its final product until the end of World War I, however, when the old empires, the Austro-Hungarian and Ottoman, were broken up into small nations.



Directions

Answer the questions below after reading the play.

1. What were the ideas of St. Simon?

2. What was the Resorgimento?

3. What foreign country occupied part of Italy?

4. Why did Garibaldi leave Italy and go to South America?

5. What was the uniform that Garibaldi's men wore?

6. Who were the King and Prime Minister who were instrumental in uniting Italy?

7. What country and Emperor helped in uniting Italy and driving out the Austrians?

8. What kingdom was Garibaldi asked to invade that was a key to uniting Italy?

9. Why was Garibaldi a threat to the King of Sardinia?

10. When Garibaldi became a threat to the Sardinian Government, what did the Sardinians do?

11. How did Garibaldi's wife die?

1807: Giuseppe Garibaldi is born in Nice, France, on July 4.

1833: Garibaldi joins Mazzini's Young Italy movement that wants to unite Italy into one country under a constitution that guarantees people's rights.

1834: He joins the Sardinian Navy to help in a revolt against the government; revolt fails; Garibaldi deserts Navy.

1835: Garibaldi goes to South America where he fights for liberals against conservatives.

1848: Garibaldi sails to Italy in January to find that revolts had broken out.

1848: He offers services to the King of Sardinia. Sardinians are defeated by the Austrians in a campaign to free Lombardy from Austrian control. Garibaldi conducts guerilla campaign against Austrians.

1848: A revolution in Rome overthrows the government; Garibaldi goes to Rome to help run the new revolutionary government.

1849: The French defeat Garibaldi in July and drive him and his legion from Rome. They retreat to San Marino and then to the sea.

1849: Garibaldi's boats are attacked by the Austrians. Garibaldi escapes; his wife dies.

1849: Garibaldi escapes to New York. From New York he commands a ship sailing from Lima, Peru, to Canton, China.

1854: Garibaldi returns to Italy.

1859: Garibaldi again conducts a guerilla campaign against the Austrians.

1860: With encouragement of the Sardinians, Garibaldi invades Sicily with the Legion. He conquers the Kingdom of the Two Sicilies.

1860: Sardinians force Garibaldi out of Naples. He retires to his farm.

1861: Garibaldi becomes a member of the Sardinian Parliament.

1866: He fights in the War of 1866, commanding Kingdom of Italy troops against the Austrians.

1867: Garibaldi invades the Papal States.

1870: He helps fight the Prussians who invaded France.

1882: Giuseppe Garibaldi dies on June 2.

Garibaldi Word Scrambles

Directions

Unscramble the names of the people and places below and complete the sentences.

People Scrambles

1. The head of the Legion was (GRBLDIAIA) ______________________________.

2. Garibaldi's wife was (NTAAI) _______________________.

3. The founder of Young Italy was (MZZNIIA) _______________________.

4. The crafty statesman who brought about the unification of Italy was (CVRUOA) _______________________.

5. The protector of the Vatican was (NPLNAOEO III) ______________________.

6. The Sardinian King who lost a war to Austria was (LBRTAE) _________________.

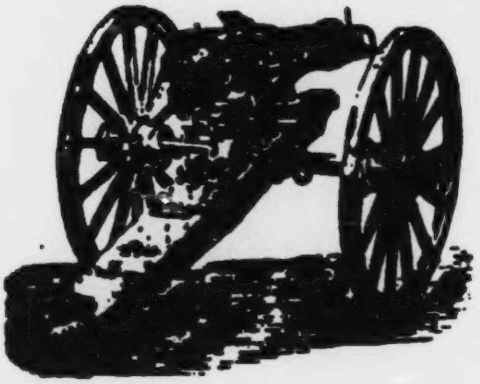
Geography Scrambles

7. The Kingdom that led the fight for Italian unity was (SRDNIAIA) ________________.

8. The Kingdom conquered by Garibaldi was (NPLSEA) _______________________.

9. Garibaldi's birthplace was (CNIE) ________________.

10. An area of Northern Italy that was controlled by Austria was (LMBRDYOA) ______________________.



Directions

Unscramble the words below and complete the sentences.

1. In the last half of the 19th Century, people in Europe felt that they should be united around a common culture. This spirit of (NTNLMAIOAIS) ______________________ brought about political unity.

2. The movement to unite Italy was called the (RSRGMNTOEIOE) __________________________.

3. A vote of the people on an issue is a (PLBSCTEIIE) _______________________.

4. A government without a king is a (RPBLCIUE) ______________________.

5. Another word for having a king as head of the government is (MNRCHYAO) ______________________.

6. A person who doesn't want much change is a (CNSRVTVEIAEO) ____________________.

7. Garibaldi's small band of red-shirted troops were called the (LGNOIE) __________.

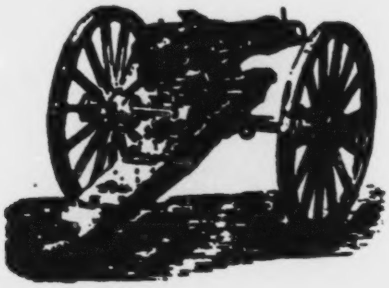
8. The organization that sought the unification of Italy as a republic was (YNGOU TLYIA) ___________________________.

9. A person who believes in freedom from the restrictions of tradition and government is a (LBRLIEA) ____________________________.

10. A (RDCLAIA) _____________________ is a person who believes that there must be fundamental change in society and in government.

11. Garibaldi fought for the (NFCTNUIIAIO) ____________________ of Italy.

12. The emphasis on feeling rather than thinking is called (RMNTCMSOAII) ________________________.



Directions

Three people played key roles in the unification of Italy. They were King Victor Emanuel, Camillo Cavour, and Giuseppe Garibaldi. Each was a very different kind of person. Read the descriptions below. If you had to be one of the persons, who would you choose to be and why?

CAMILLO CAVOUR

He was a prosperous landowner who made money by introducing modern farming methods. He favored unity for Italy only if it benefited the Kingdom of Sardinia.

He disliked the methods of the Young Italy movement. He did not care for assassinations. He believed that building railroads would do more to unify the country than anything else.

When the Revolution of 1848 broke out he favored war against Austria. However, when Sardinia lost the war, he suppressed the revolutionaries. He forced Garibaldi to leave the country.

He was shrewd, clever and unscrupulous. He encouraged Garibaldi to invade the Kingdom of the Two Sicilies. When Garibaldi was successful and took control of the government, he sent a large army to force Garibaldi out.

VICTOR EMANUEL II

When his father lost the War of 1848 to Austria, Victor Emanuel took the throne. He was chubby and enjoyed life.

He liked to eat good, solid food seasoned with lots of garlic. He like to drink wine and enjoy himself. He also liked to woo members of the opposite sex.

He was a competent administrator and got along well with people. He could mix well with radicals like Garibaldi, as well as with kings and queens.

GIUSEPPE GARIBALDI

Garibaldi always sympathized with the underdog. He was opposed to cruelty to human beings and to animals. He liked to grow plants and was very devoted to his friends and supporters.

He was also an adventurer. He made his living on the sea from an early age and eventually became a ship's captain. When he was forced from his homeland he sailed as far as China and South America.

He spent a large part of his life as a battlefield commander. Usually, he faced impossible odds, outnumbered and outgunned, but he fought on. He lost more battles than he won but he also won some against overwhelming odds. His persistence and his courageous victories made him famous throughout the world.

During his struggles he lost a wife and a child. When offered riches by Victor Emanuel after his conquest of Naples he rejected them. He preferred to retire to his modest farm where he worked every day tending his plants.

Garibaldi Test

Directions

Answer the questions below by completing the blanks.

1. Garibaldi's occupation was ______________________.

2. Garibaldi's wife's name was ______________________.

3. When he was young, Garibaldi joined ______________________________________.

4. Garibaldi learned from the ideas of ____________________________ and ____________________.

5. The movement toward Italian unification was called the ______________________.

6. ______________________ dominated part of Northern Italy.

7. To help unify Italy, Garibaldi conquered the Kingdom of ______________________.

8. The King of Sardinia who lost to the Austrians and resigned was _______________.

9. The Prime Minister who united Italy was _________________________.

10. The King who was successful in uniting Italy was __________________________.

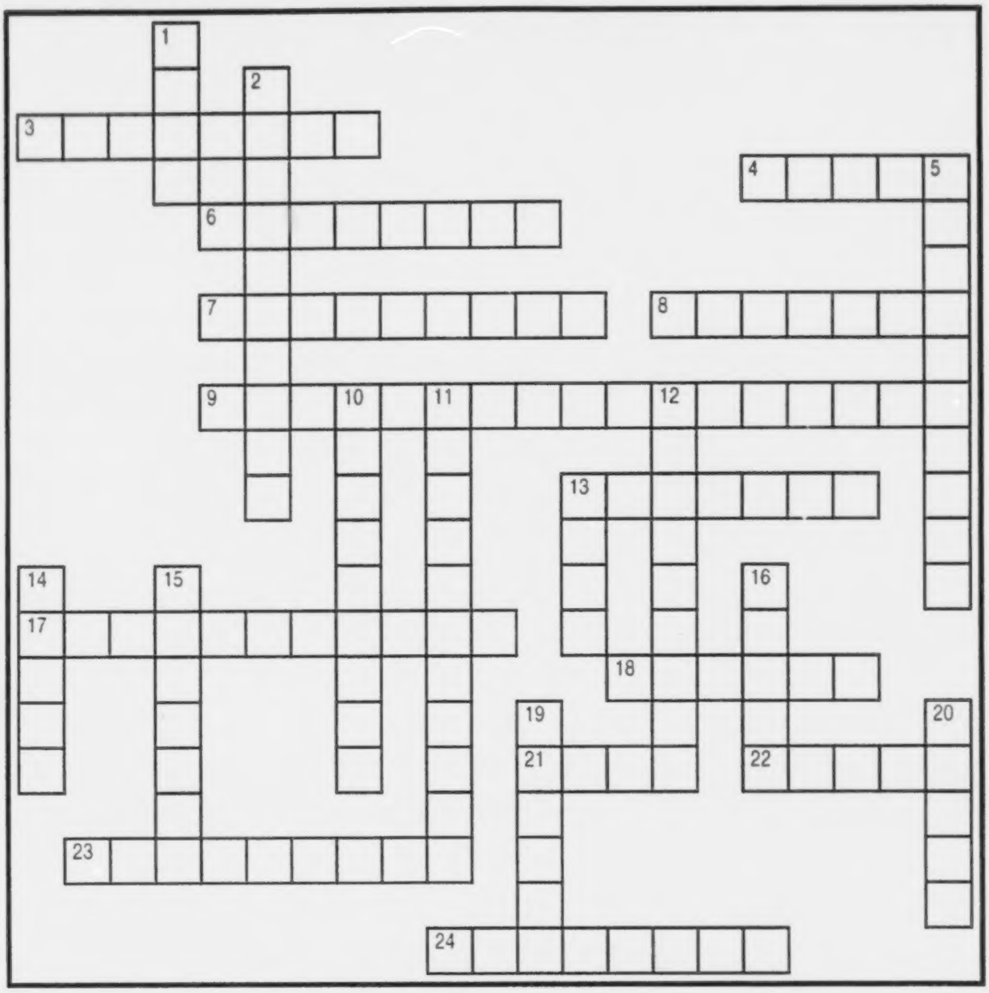
11. When Garibaldi became a threat to the Sardinian government, what did the Sardinians do?

____

12. How did Garibaldi's wife die?

____

Garibaldi Crossword Puzzle



ACROSS

3 The leader of France.
4 Garibaldi's homeland.
6 To put up with others whose ideas are not yours; to be ______.
7 To give up.
8 The capital of the Catholic Church.
9 Italian sailor and revolutionary. (2 wds.)
13 One who wants extreme change.
17 Uniting a people with similar language & customs against foreign domination.
18 Site of the French Revolution.
21 Weapons.
22 A heavy army sword.
23 Suffering from mental confusion & incoherent speech.
24 Guards; watchmen to keep the group safe.

DOWN

1 To beat with a whip.
2 The overthrow of one government & its replacement by another.
5 Nationalist movement in Italy (2 wds.)
10 System of state ownership of land & industry.
11 An area of Italy ruled by the Pope. (2 wds.)
12 The uniform of Garibaldi's soldiers.
13 The capital of Italy.
14 To bring together with a common purpose.
15 Tolerant, broad-minded, favoring reform.
16 Ruled much of the land in Europe.
19 Big guns.
20 Kings could order this for their enemies.

First Narrator: Italy and Germany were divided into many little kingdoms and principalities. The Austro-Hungarian Empire was made up of many different countries and nationalities. The people who lived in these places felt they were not free.

Second Narrator: They lived in little kingdoms that were headed by kings and princes. These people felt that they belonged to a nation. A nation has a common language and culture. They felt that they should have certain rights—the right to use their language; follow their culture; and especially, the right to choose their own government.

First Narrator: One of these people was Giuseppe Garibaldi. On a warm summer day in 1833, Garibaldi met with members of the Young Italy group in a cafe.

Covi: Cuneo wrote me a letter and told me you were coming. He says that you are from Nice.

Garibaldi: That's right. I grew up on the harbor there.

Covi: He says that you are an expert seaman.

Garibaldi: That's what I've wanted to do all my life. I grew up around sailors and ships.

Covi: Where have you been lately?

Garibaldi: We just got back from Constantinople.

Covi: How did a sailor like you come into contact with radical ideas?

Garibaldi: I've always wanted to help people. I learned a great deal from some followers of St. Simon. They sailed on a ship that I was working on, and they told me all about their ideas.

Covi: St. Simon was a very respected socialist. He believed that the wealth of the country should be shared by all.

Cortini: But his followers are a little crazy, if you know what I mean.

Garibaldi: I noticed that their clothing and habits were a bit strange.

Cortini: I hear they believe in free love. Is that true?

Garibaldi: I don't know about that, but they do wear flowing robes and wear flowers in their hair.

Cortini: Just as I said. Crazy!

Garibaldi: But they have good ideas. They want people to be free. They want people to share the wealth.

Covi: Cuneo says you are interested in the Resorgimento.

Garibaldi: Yes. I would like to see Italy unified. The poor of our country have so little and the rich so much.

Covi: Yes. The rich nobles and the Church stand in the way of progress.

Garibaldi: The Church won't even allow railroads to be built through its territory. That keeps all of the Italian peninsula backward.

Covi: You know if you join the Young Italy movement you have to keep it a secret. We want to break the power that the Church and the rich hold over us. The French Government is not treating us very kindly these days.

Garibaldi: I've heard about the students who have had their hair and beards cut off by French police.

Covi: Since Napoleon's defeat, the monarchs control things so tightly. We republicans can't beat them on the battlefield so the students protest by growing long hair and beards. The favorite sport of police is to cut off their hair when they catch them.

Cortini: The best way you can serve the revolution is by joining the Royal Navy and try to recruit the sailors to our cause.

Covi: A revolution is planned by Mazzini. He is going to invade Savoy with Polish republicans who are living in exile in Switzerland.

Cortini: We'll need help from inside the Royal Navy and Army.

Garibaldi: I think that I could do that quite well.

Covi: It is best that you take an assumed name so that they won't discover your real identity just in case you get caught.

Second Narrator: The invasion was a failure and Garibaldi's activities in the navy were discovered and he deserted. In 1835, to avoid the firing squad, he decided to sail to South America.

First Narrator: After thirteen years of fighting for liberal and republican causes in Latin America. Garibaldi decided to sail home to Italy. When he landed in Spain for supplies he heard startling news.

Gazzolo: Giuseppe! Giuseppe! There is good news.

Garibaldi: What is it?

Gazzolo: There have been revolts in Naples and Venice. The rulers there have been overthrown. And in Milan the people have defeated the Austrians.

Garibaldi: That is too good to believe.

Gazzolo: And there is more. There has been a revolt in Vienna, and Metternich has been tossed out. And one in Paris, too.

Garibaldi: It seems that there are liberal revolutions everywhere.

Anita Garibaldi: I think it is time to celebrate.

Gazzolo: And there is even more shocking news.

Rossetti: King Charles Albert of Sardinia has decided to fight the Austrians and drive them out of Italy.

Garibaldi: It is about time.

A. Brunetti: That's quite a turnabout from the days when he killed and put revolutionaries in jail.

Garibaldi: The Austrians have a powerful army.

Gazzolo: They have 70,000 men under old man Radetzky.

Garibaldi: How many men can Charles Albert put into the field?

Rosetti: He says 96,000.

Garibaldi: I think we should join the King's army.

A. Brunetti: It galls me to join the King's army.

Garibaldi: At least he is willing to fight for a good cause.

Second Narrator: Garibaldi sailed on to Nice. He did not think the King would impose the death penalty put on his head 14 years earlier.

First Narrator: The King did not want Garibaldi's services. He was afraid of the revolutionary. Garibaldi was finally put into action when the Austrians defeated the King's forces and reoccupied Milan.

Rossetti: The Austrians are trying to cut us off from the border.

A. Brunetti: They're closing in on us.

Garibaldi: Post guards. The soldiers have to eat. Have we gotten any food yet?

Leggero: Finally, something. These peasants are so uncooperative. You'd think that they would want to help us since we are fighting for them.

Garibaldi: I would have thought so but they don't know if we're going to win and they're afraid of the Austrians. If they help us, the Austrians might burn their village.

Leggero: We'd better get the men fed before the Austrians arrive. They need food and rest.

Garibaldi: We've been marching for days now. The rain and cold go right through you.

Bassi: Here's some bread and a glass of wine.

Garibaldi: Better than nothing.

A. Brunetti: The Austrians are in the town.

Garibaldi: What!

A. Brunetti: Somehow they slipped past the sentries.

Garibaldi: Get the men to arms.

Second Narrator: Garibaldi picked up his sabre and led his men to drive the Austrians from the town. The Austrians, however, had cannon and began to bombard the village.

Bassi: There must be a thousand of them out there.

Garibaldi: I doubt there are that many, but they have cannon.

Bassi: They're beginning to set fire to the houses.

Garibaldi: They probably intend to burn the town to the ground.

Leggero: What can we do?

Garibaldi: There is nothing we can do. We'll have to retreat.

First Narrator: But it was dark and Garibaldi didn't have a guide.

Bassi: We can't get anyone to lead us out of the village.

Garibaldi: What is wrong with these people?

Leggero: They're scared.

Garibaldi: Get the village priest.

Second Narrator: The village priest was brought to Garibaldi.

Garibaldi: We need someone to guide us out of here.

Priest: I don't know anyone who could do that.

Garibaldi: I do. You will.

Priest: What?

Garibaldi: You will, my good man. Two of my soldiers will be walking on either side of you. No tricks now. Do you understand?

Priest: These people are happy the way they are. Why do you bother them?

Garibaldi: Happy! How could they be happy under the rule of a bunch of foreigners who don't even speak their language? How could they be happy living in poverty?

Priest: I tell you, they don't want to be disturbed. With you here they run the risk of being shot and having their homes burned.

Garibaldi: It is the Austrians who do the burning and shooting. Not us.

Priest: But you provoke them with your talk of Italian independence.

Garibaldi: We don't have time to discuss this. We want to retreat from here to save your village. Will you help us?

First Narrator: The priest led them out of the village but managed to disappear in the dark. By the time dawn came, Garibaldi had few troops left.

Garibaldi: How many left during the night?

Leggero: We only have about 60 soldiers left.

Garibaldi: Where did the rest go?

Bassi: They left during the night.

Garibaldi: And the priest?

Leggero: Gone, too.

A. Brunetti: What is there left to do?

Rossetti: As much as possible. We must get over the border to Switzerland.

Second Narrator: And Garibaldi escaped and continued to fight. King Charles Albert made an agreement with the Austrians and stopped fighting. Garibaldi continued the struggle.

First Narrator: Garibaldi continued to fight the Austrians but it was a losing struggle. People cheered him wherever he went, but they did not join him. There was one hopeful sign—the people overthrew the government of Rome, but French soldiers drove Garibaldi from the city. Finally, he sought refuge in the small republic of San Marino.

L. Brunetti: It looks as if the Austrians have surrounded us.

A. Brunetti: We can't stay here much longer. These people may be independent, but they are poor. They can't afford to keep us.

Garibaldi: We will have to try to escape.

Guerzoni: What about surrender?

Garibaldi: On the terms laid down by a foreign invader? Never. Besides, many of the men would be executed as criminals.

Guerzoni: Where can we escape? We're surrounded.

Bassi: And Anita is too sick to walk.

A. Brunetti: Come on, let's find some cover before those Austrians find us.

L. Brunetti: And Anita is too sick to travel.

Garibaldi: She can't stay here. She'll have to go, fever or not.

Second Narrator: 200 of his men followed him through Austrian lines heading for the Adriatic Sea and escape.

First Narrator: Travelling at night they escaped and found their way to an Adriatic fishing village. They commandeered fishing boats and sailed north to Venice. On the way they were spotted by an Austrian patrol boat.

Garibaldi: Row for that sandy beach.

Second Narrator: Garibaldi's boat raced for the beach.

Rossetti: Where are we?

Leggero: I think we're about 50 miles from Venice.

A. Brunetti: Come on, let's find some cover before the Austrians find us.

Bassi: Anita is too sick to walk.

Garibaldi: I'll carry her.

First Narrator: They got out of the boat. Garibaldi laid his wife down on the beach.

Bassi: How's the fever?

Garibaldi: It is still high. She is very sick.

Bassi: We should have left her behind.

Garibaldi: She wouldn't want that.

A. Brunetti: We'll have to figure out what to do. The Austrians will be searching the area shortly.

Garibaldi: I think it is best that we scatter. Break up in groups of two or three and try to make it to Venice.

Second Narrator: The group said goodby and left Garibaldi, Anita and the lame Leggero on the beach. Leggero scouted the land.

Leggero: Look, Peppino, what I found.

First Narrator: Leggero returned to Giuseppe and Anita with an old friend.

Bonnet: Hello, Giuseppe.

Garibaldi: It is good to see a friendly face. How did you get here?

Bonnet: I heard the firing of guns and I figured it was you trying to escape the Austrians. So, I came down here to see what I could do to help.

Garibaldi: We certainly need your help.

Bonnet: Yes, the Austrians will be here any time. I'm sure they will figure out where you put your boat ashore.

Garibaldi: They were right behind us. We must hide. I'm sure the peasants will hide us.

Bonnet: We have to be very careful. The Austrians are spreading rumors about you. They say that you are a bandit and you steal from peasants. They also have a reward out for you.

Leggero: These people here are so poor they will sell their soul for a few lire.

First Narrator: They managed to find refuge in a farmhouse where they could now plan their escape.

Garibaldi: Anita will have to stay behind. She is too sick to travel. She needs a doctor in the worst way.

Anita Garibaldi: Don't leave me.

Bonnet: I'll go get a doctor.

Garibaldi: I can't leave her.

Bonnet: You must. She will only slow you down. Here, change into this suit. If you wear that red shirt, you will be captured immediately.

Anita Garibaldi: You can't leave me here for the Austrians to find me.

Bonnet: If we take her with us she may die. Here I can get a doctor. The Austrians won't shoot her.

Leggero: The Austrians have been known to flog women revolutionaries.

Garibaldi: She is going with us.

Bonnet: Let's hurry. The boatmen are waiting.

Second Narrator: The boatmen realized they were transporting the revolutionary Garibaldi. Instead of carrying him across the lake they abandoned him and his sick wife on an island in the middle of the lake.

First Narrator: Fortunately, Bonnet was one of the first to hear of this when the boatmen returned to shore. He immediately found another boatman to carry them off the island before the Austrians found them.

Second Narrator: They reached the mainland and were taken to another farm. Anita had become delirious.

Guidi: The doctor's coming up the path.

Garibaldi: Good. It's about time.

Nannini: I came as quickly as I could. I had to be careful. The Austrians are everywhere.

Garibaldi: See what you can do for her.

Nannini: I'll do my best. What is wrong with her?

Garibaldi: She has a high fever.

Nannini: I'm afraid she's done for.

Garibaldi: No! That couldn't be!

Nannini: The fever, the pregnancy. It is all over. I can do nothing.

Guidi: We must move on, Giuseppe.

Leggero: The Austrians may be here any minute.

Garibaldi: We can't just leave her.

Nannini: She is dead.

Leggero: You can't stay here. We aren't going to do her any good by staying. We must move on.

Nannini: I'll have the farmers bury her.

Garibaldi: She needs a decent burial.

Nannini: We can have a decent burial later.

Leggero: Come on, Giuseppe. Let's go.

First Narrator: Anita was left behind and Garibaldi escaped the Austrians.

Second Narrator: The Austrians were victorious. King Charles Albert of Sardinia resigned in favor of his son Victor Emanuel. Garibaldi sailed to New York. From New York he sailed to China. He returned to Italy in 1854.

First Narrator: In 1859, there was a war between Sardinia and Austria. Sardinia won the war and drove Austria out of Italy. But Italy was still not united. There was the Kingdom of Naples in the south and the Papal states in between.

Second Narrator: In 1860, Garibaldi invaded Sicily which was under the rule of the Kingdom of Naples. Garibaldi was very successful in his campaign. This worried the Prime Minister of Sardinia.

di Cavour: We're going to have to do something to stop Garibaldi.

Victor Emanuel: Why stop him? You encouraged him to invade Sicily.

di Cavour: I didn't think he would defeat the Sicilians so easily.

La Farina: I hear he's very popular among the Sicilians.

di Cavour: Undoubtedly. He is the most popular man in Italy. This could create serious problems for us.

Victor Emanuel: Don't we want to overthrow the Kingdom of Naples?

di Cavour: Yes, but we don't want these radical ideas of Garibaldi to take hold there. What if these Sicilians want to elect Garibaldi president and not have a king?

Victor Emanuel: That would not be a very good idea.

di Cavour: If that happened there, then the people of Sardinia might not want you as king.

La Farina: I wouldn't put anything past that Garibaldi.

di Cavour: We must work for a united Italy under King Victor Emanuel.

Riscasoli: How do you propose to stop him?

di Cavour: I'll send La Farina to order him to stop, and we'll hurry to annex Sicily to Sardinia.

Ricasoli: I think we should be very careful. I don't think we should offend Garibaldi. So far he's been on our side.

Victor Emanuel: In fact, he seems quite tolerant of the monarchy.

Ricasoli: You must remember he doesn't like La Farina and probably won't follow his orders.

di Cavour: And you must remember that he only tolerates the monarchy as long as we fight the Austrians. Once we get rid of foreign domination, Garibaldi and his Red Shirts might turn their attention to overthrowing the monarchy.

La Farina: If he fails under the influence of Mazzini he will certainly turn against the King, and I hear that Mazzini has joined him.

Victor Emanuel: Well, I've always found Garibaldi supportive of my father and me.

di Cavour: Only because he hates the influence of the Austrians and the French.

Victor Emanuel: What do you expect? He is an Italian patriot.

di Cavour: Garibaldi is a romantic fool. Napoleon III of France has gone to war to help us get territory and drive the Austrians from Italy. No one else has helped us and most certainly Garibaldi couldn't do it for your father.

Ricasoli: I agree. The help of the French is necessary for us to unite Italy.

di Cavour: We must not allow Garibaldi to gain control of the Kingdom of Naples. If he does, Napoleon III will be upset and we need Napoleon more than we need Garibaldi. Even worse, Garibaldi will be a threat to us.

Victor Emanuel: Then go ahead and send La Farina.

First Narrator: Garibaldi rejected La Farina's order to stop his conquest of the Kingdom of Naples. Instead, Garibaldi invaded southern Italy and marched toward Naples, the capital of the Kingdom. Cavour decided drastic action must be taken to stop the Red Shirts. He sent ambassadors to France to gain the approval of Napoleon III.

Napoleon III: Welcome, Gentlemen. You've brought me a message from Cavour.

Farini: Yes. We've some problems with Garibaldi.

Napoleon III: I think that you have given that man too much support. He is a dangerous man.

Cialdini: Count Cavour assures you that he has done everything to stop him.

Napoleon III: Whose idea was it to send him to the Kingdom of Naples?

Farini: Count Cavour always opposed that move.

Cialdini: It was Victor Emanuel's idea entirely.

Napoleon III: Well, it is an idea that could certainly backfire. That man along with Mazzini could set up a republic and threaten the Italian peninsula.

Farini: We have the same fears. We think it is time to act.

Napoleon III: What do you propose to do?

Cialdini: We must send in an army to stop him.

Napoleon III: It is about time.

Farini: Except that creates complications. In order to stop Garibaldi we must move our troops through the Papal States.

Cialdini: We want assurances that you will not interfere if we invade the Papal States.

Napoleon III: I don't like the idea but if that is the only way you can stop Garibaldi, go ahead and do it. We will not object. However, we do wish that you would avoid Rome and the Vatican.

Farini: We will not go through Rome. We can assure you of that.

First Narrator: The Sardinians sent an army to stop the march of Garibaldi. On October 25, Garibaldi rode out to meet King Victor Emanuel.

Victor Emanuel: How are you, my dear Garibaldi?

Garibaldi: Well, Your Majesty, and you?

Victor Emanuel: Excellent. I see your army has grown from the original 1,000.

Garibaldi: Yes. We have 43,000 men under arms now, but many of them are worthless. They've joined because we are winning.

Victor Emanuel: But many are fine fighters. You've been very successful. I didn't think that you would be able to defeat the Kingdom of Naples with just 1,000 men. Your victories are great testimony to your skill and leadership.

Garibaldi: The Kingdom had no popular support. The people wanted us to win.

Victor Emanuel: You should feel very satisfied now that you can end your career on a victorious note. I remember all those years that you fought in vain, being chased by the Austrians.

Garibaldi: We are not yet finished here. We still have two towns under attack.

Victor Emanuel: I think it would be best if my troops took over those assaults. Your men must be tired. I want to send them to the rear.

Garibaldi: But we are close to winning those battles. I would like to finish what I started.

Victor Emanuel: You must be tired of fighting after so many years of struggle. You deserve a reward for all that you have done for Italy.

Garibaldi: My reward is seeing Italy united and seeing justice done for the people. There is much left to be done.

Victor Emanuel: That is true but we want our Sardinian soldiers to do the rest of the fighting.

Garibaldi: My troops are perfectly capable of winning.

Victor Emanuel: I know. I know. It is politics, Garibaldi, politics. Some people are afraid of you. March your troops to the rear. That is an order.

Garibaldi: I will obey.

Victor Emanuel: I knew you would. You have always been very helpful to us in the past. I think you deserve to retire in comfort. I can provide you with a nice estate, money, and servants. You can live in ease the rest of your life.

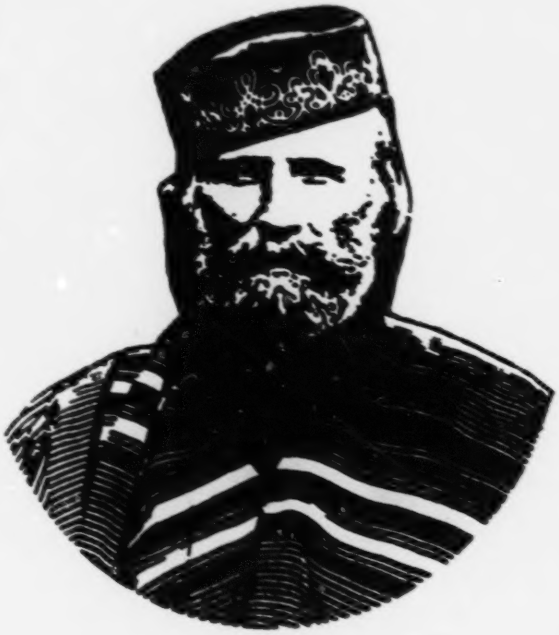
Garibaldi: Thank you, Your Majesty, for your offer, but I have my farm that I can go to. I don't need servants or money.

Victor Emanuel: As you wish.

Second Narrator: Garibaldi turned the government of Naples over to the King and left for his home.

First Narrator: His career had not ended. He continued to fight for the unification of Italy and for the liberation of other countries.

Second Narrator: Giuseppe Garibaldi died in June, 1882, a hero throughout the world.



Hitler and the Rise of Fascism

Plays, Puzzles and Activities About World History

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201

Hitler Teacher's Guide

INTRODUCTION

Adolph Hitler, the dictator of Germany from 1933 to 1945, committed more destruction than any other single individual in history. His aggressive policies resulted in the death of six million Jews, 30 million Russians and the destruction of a large part of Europe.

This unit contains a play which describes Hitler's rise to power. It also contains several activities for reinforcing vocabulary and factual knowledge. In addition there is an introduction, chronology, test and study guide. All of the materials are reproducible.

CONTENTS

Teacher's Guide (2 pages)
Introduction (2 pages)
Chronology
Play (10 pages)
Study Guide
Activity 1: People scrambles
Activity 2: Places scrambles
Crossword Puzzle
Test

ANSWERS

Study Guide

1. no jobs; felt betrayed; 2. a strong Germany and elimination of Jewish influence; 3. overthrow of the government; 4. authorities opposed it; 5. felt he was an upstart; 6. could not form a government without him; 7. tax the rich; take over large businesses; 8. wanted support of army; felt threatened by SA; 9. felt they betrayed Germany; 10. an attack upon Jews throughout Germany.

Test

1. Mein Kampf; 2. Bavaria; 3. National Socialist German Workers Party; 4. von Hindenburg; 5. Josef Goebbels; 6. Jews; 7. world opinion viewed it unfavorably and would hurt Germany economically; 8. Ernst Rohm; 9. a government could not be formed; 10. thought to be traitorous and wanted support of army.

Activity 1

1. Himmler; 2. Rohm; 3. Goring; 4. Hess; 5. von Ribbentrop; 6. Goebbels; 7. von Hindenburg; 8. Raeder.

Activity 2

1. Stalingrad; 2. Munich; 3. Berlin; 4. Czechoslovakia; 5. Soviet Union; 6. Poland; 7. Spain.

Crossword Answers

ACROSS
2 HIMMLER
4 FUHRER
5 BERLIN
7 GESTAPO
9 MEINKAMPF
10 JEWS
11 CRYSTALNIGHT
17 CONCENTRATIONCAMPS
19 ADOLF
20 FASCISM
21 STALIN

DOWN
1 GOEBBELS
3 RUSSIA
5 BROWNSHIRTS
6 NAZI
8 REICH
12 GENOCIDE
13 FRANCE
14 BRITAIN
15 SOCIALISM
16 GERMANY
17 COMMUNISM
18 POLAND

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CHARACTERS

There are 28 parts in this play. The numbers in parentheses below indicate the number of speaking lines.

First Narrator (49)
First Soldier (8)
Second Soldier (8)
Third Soldier (6)
Second Narrator (69)
Adolf Hitler (182): A corporal in World War I and eventually dictator of Germany.
Hermann Goring (30): World War I fighter pilot and head of the Luftwaffe after the Nazis took power.
Rudolf Hess (8): Nazi leader.
Alfred Rosenberg (28): Anti-Jewish Nazi intellectual.
Ernst Rohm (22): Leader of the SA.
Ulrich Graf (4): Hitler's bodyguard.
Colonel Hans von Seisser (2): Chief of Bavarian State Police.
General Otto von Lossow (1): Commander of the soldiers in Munich.
Gustav von Kahr (1): Head of the Bavarian government.
General von Ludendorff (6): World War I general involved in the Beer Hall Putsch.
General Otto von Hindenburg (26): President of the German Republic and World War I hero.
Oskar von Hindenburg (9): Otto's son.
Otto Meissner (16): Advisor to von Hindenburg.
Fritz von Papen (21): Conservative German politician and chancellor.
Otto Dietrich (10): Hitler's press chief.
Hans Frank (10): Bavarian Minister of Justice.
Joseph Goebbels (18): Nazi Minister of Propaganda.
Walther Funk (31): German Economics Minister.
Hjalmar Schacht (27): President of the German National Bank.
Joachim von Ribbentrop (15): German Foreign Minister.
Admiral Erich Raeder (12): Commander of the German Navy.
General Alfred Jodl (4): German Army Commander.
Field Marshall von Brauchitsch (5): Commander of the German Army.

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Two people have probably influenced the 20th Century more than any others. One is Lenin, who founded communism in Russia, and the other is Adolf Hitler.

Hitler had humble beginnings. He was born in Austria. After his parents died, he moved to Vienna to become an artist. He lived in extreme poverty until he enlisted in the German army at the beginning of World War I.

When Germany lost the war, Hitler was asked to join a propaganda unit of the German army. His mission was to prevent the communists from having an influence over the soldiers. He joined a small group named the German Workers' Party. The name was later changed to the Nationalist Socialist German Workers Party, or the Nazi Party.

Hitler organized and built the party. The party was opposed to communism and favored a strong Germany. Some members of the party wanted socialism, where the state would run the basic industries for the benefit of all the people.

Conditions in postwar Germany were not pleasant. There was high unemployment. There was resentment over the reparations the Germans had to pay the Allies. In 1923, the French army occupied the Ruhr which is the chief industrial area of Germany.

Hitler decided the time was ripe to overthrow the government of Bavaria. The Beer Hall Putsch of 1923 failed and Hitler was put in prison for two years. While in prison he wrote the book *Mein Kampf* which outlined his program for the future. In 1926, Hitler became dictator, or fuhrer, of the party.

The world depression struck in 1929, and the Nazi party grew dramatically in size. In 1931, Hitler challenged Hindenburg for the presidency of the republic. Though he forced a run-off, he lost. Hitler demanded that he be appointed chancellor. The Nazi Party was not the largest party in the federal legislature or Reichstag.

When the President could not form a government, he finally asked Hitler to be chancellor. Hitler took office in January of 1933. Shortly thereafter the Reichstag was burned. Hitler asked that a law be passed which gave him dictatorial powers.

Hitler immediately turned on the leaders in his own party. The Nazi Party had developed its own army, the SA or Brownshirts. The leaders of this party were Socialists and wanted Hitler to take property from the rich. The regular German Army did not like the SA. Hitler wanted the support of the regular army because he intended to re-arm Germany and expand its power. He executed the leaders of the SA.

Most German people were happy with Hitler. He put people to work building roads and housing. More importantly, he put people to work building planes and tanks.

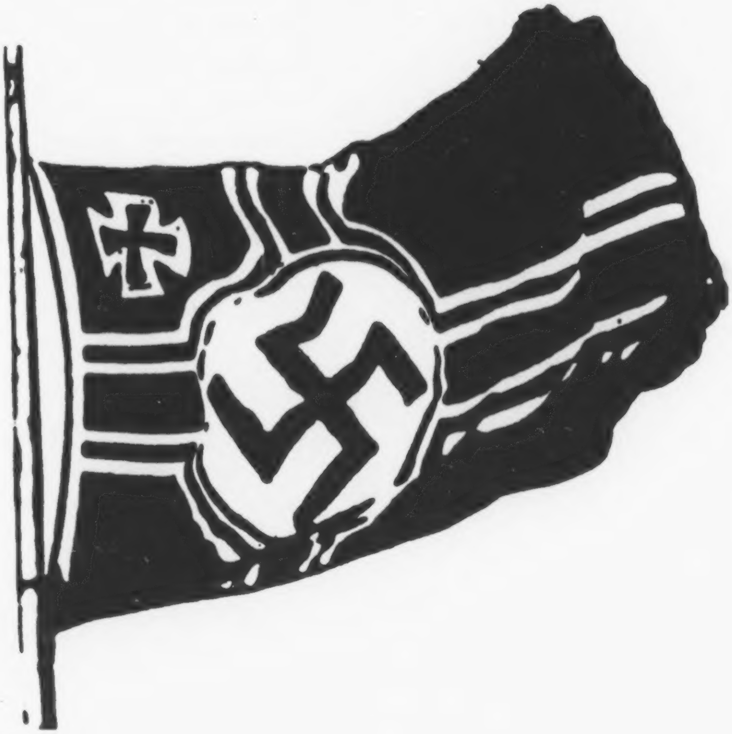
While rebuilding Germany, the Nazis increased harassment of Jews. They passed laws which discriminated against them. Hitler had developed an extreme hatred for Jews while living in Vienna. He, and many other Germans, were anti-Semites. This prejudice reached its high point in 1939, during the Crystal Night, when Jews were beaten and killed and their stores destroyed in one night.

Meanwhile, Hitler began to expand German frontiers. First, he took control of Austria. Then he took control of Czechoslovakia. France, Britain and Russia did not protest. Next he signed an agreement with Russia to invade and divide Poland. The invasion of Poland was the final straw. Britain and France went to war with Germany.

In the first years of the war, Hitler's superior armies were victorious. Hitler invaded Russia in 1940. In the Winter of 1943, the Russians finally turned the tide at Stalingrad and began to push the Germans back. The Allies landed in France in 1944.

While the war continued, Hitler stepped up his campaign to destroy the Jews. Six million Jews were sent to their death in concentration camps.

As the Russians and Americans closed in on Germany, Hitler committed suicide. The war was soon over. Germany was completely destroyed.



20 April 1889: Adolf Hitler is born in Austria.

1908: Moves to Vienna, the capital and largest city in Austria.

1914: Joins Bavarian (German) infantry and fights in World War I.

1918: Released from hospital after being wounded in gas attack; selected for propaganda unit to keep communists out of army; asked to go to meeting of small right wing party (German Workers' Party); becomes a member.

1919: Mustered out of army.

1920: Writes program for Party.

1921: First Congress held by National Socialist German Workers Party (NSDAP).

1923: French occupy Ruhr; Nazis attempt Beer Hall Putsch.

1923-24: Hitler in Landesburg Prison; writes *Mein Kampf*.

1926: Hitler made Fuhrer of Nazi Party.

1927-31: Nazi Party grows under direction of Goebbels and Hitler.

1931: Hitler opposes Hindenburg for presidency of the German Republic.

1932: Hitler loses election to Hindenburg for President of the Republic, but receives 13 million votes; Nazis gain 37% of the vote in summer Reichstag elections; lose 2 million votes, however, in the Fall.

1933: Hitler asked to be chancellor of Germany; Reichstag is burned; Communists are blamed; Nazis gain dictatorial power.

1934: Hitler kills leadership of SA.

1938: Germany invades Austria; Nazis attack Jews on the Crystal Night.

1939: Germany invades Czechoslovakia, Poland; World War II starts.

1940: In the Winter of 1943, the Russians finally turned the tide at Stalingrad and began to push the Germans back. The Allies landed in France in 1944.

1945: Hitler commits suicide; Germany surrenders.

Hitler Play

Page 1

First Narrator: World War I ended with Germany's defeat. When the beaten soldiers returned they found a changed society. Many were unhappy with what they found.

First Soldier: Have you found a job?

Second Soldier: No. There doesn't seem to be anything.

First Soldier: Fine way for a country to treat the people who defended it.

Second Soldier: If the Kaiser were around he would have made sure that the veterans were taken care of.

First Soldier: And there would be some order.

Third Soldier: All you see are demonstrations by these communists and socialists. What good does that do us?

Second Soldier: Nothing. We can't find jobs and the inflation goes up. My army pension is not even enough to buy a decent meal now.

Third Soldier: What Germany needs is a strong leader. Someone who will straighten things out and make people proud to be Germans.

First Soldier: This new idea of a republic is not working. These new politicians can't run things.

Second Narrator: Adolf Hitler was a frontline soldier during the war. He rose to the rank of corporal and was wounded in a gas attack. He joined the small German Workers Party. The party members would gather to talk about their problems and drink beer.

Hitler: What we need is a new Germany—a third reich.

Goring: A reich free from these treaties that make us slaves to the Allies.

Hitler: I see no reason why we should pay reparations to the Allies. They brought the war upon themselves.

Hess: That's right.

Rosenberg: You know the real problem is the communist menace.

Hitler: We must get rid of these Jews who forced Germany to surrender. They are the ones who are creating all the economic problems. They control the banks and are causing this inflation so that the German people will be ground under.

Rosenberg: Yes, ground under the iron heel of a communist dictatorship.

Hess: If we don't take over and set up a strong nationalist dictatorship surely the communists will take over.

Hitler: There is no question the Republic is too weak to survive. It tolerates the communists and even puts them in high positions.

Rosenberg: Most of them are Jewish.

Hitler: I remember when I was in the hospital these communist sailors came in the ward to convert the soldiers to communism. The sailors were Jewish.

Rosenberg: That's right. The Jews are behind communism.

Hess: And capitalism.

First Narrator: Hitler gradually formed his ideas about what needed to be done. And he became the leading figure in the German Workers Party making it the largest right wing party in Bavaria.

Rosenberg: Sometimes I wonder if we will ever succeed.

Hitler: Of course we will. We have people like Captain Rohm here helping us.

Rohm: Yes. I have no doubt that we will succeed. More and more storm troopers join every day.

Second Narrator: Hitler continued to gather new members as the movement grew. Finally, they felt strong enough to take over the government of Bavaria and, hopefully, march on Berlin, the capitol of Germany.

Graf: The three leaders of Bavaria are in the room. It is time to move.

Hitler: Are the storm troopers in place?

Graf: Yes, everything is ready.

Hitler: Let's go.

First Narrator: With guns drawn, Hitler marched into the crowded room. As the way was blocked, Hitler climbed on top of a table and fired into the ceiling.

Hitler: Quiet! The national revolution has broken out. The hall is surrounded. No one is to leave. I want Kahr, Seisser, and Lossow to meet with me.

Second Narrator: The three Bavarian leaders reluctantly went to meet with Hitler.

Hitler: Please forgive me for acting in this manner, but I had no other means.

Seisser: You gave your word that you would not try a putsch.

Hitler: I am sorry. I am doing it for the good of Germany.

Lossow: This is foolish.

Hitler: Do not worry. Under the new government all of you will have greater powers.

Kahr: What is Ludendorf's position on this?

Hitler: Ludendorf is to assume command of the army. He is on his way here.

First Narrator: Hitler spoke to the crowd and then Ludendorf arrived.

Ludendorff: Things have gone too far. I didn't think you would try this.

Hitler: What has been done has been done. I need your help in convincing the triumvirate to go along with it.

Second Narrator: Hitler's lieutenants went to various parts of the city to carry out the putsch. Hitler left to convince the army unit to join the putsch. He left Ludendorff in charge of Kahr, Seisser and Lossow. Ludendorff let them go.

Hitler: Why did you let them get away?

Graf: Now they will sabotage the revolution.

Ludendorff: They are men of honor. They gave their word that they would support the revolution. A German officer never breaks his word.

First Narrator: Lossow organized the resistance to Hitler. Hitler's bodyguard, Graf, was killed as he stepped in front of Hitler to protect him from police bullets.

Second Narrator: Hitler was arrested and put in prison for two years. During his stay in prison, he wrote his famous book *Mein Kampf* which outlined his program for the future.

First Narrator: As Germany's economic problems worsened, the Nazi movement continued to grow.

Second Narrator: The Nazi Party grew from just 12 seats to 107 seats in the German Parliament or Reichstag in 1930. The Nazis became the third largest party in all of Germany. By 1931, Hitler decided to run for President against von Hindenburg, a highly respected general from World War I. Hitler forced a run-off election and finished second. However, the German government had difficulty putting together a ruling majority in the Parliament.

Hinderburg: We need to do something about getting a Parliament that will work.

Oskar von Hinderburg: With power divided the way it is between the Social Democrats and the Nazis and the communists, it is impossible to rule.

Hindenburg: I have to keep signing executive orders in order to get anything done.

Meissner: I had thought that General Schleicher would be able to put together a ruling majority in Parliament among the conservatives.

Hindenburg: He was a poor politician. He offended the Junkers in East Prussia by trying to take over estates that had not paid taxes.

Papen: And he wouldn't appease the Nazis by taking one of their leaders into his cabinet.

Oskar von Hindenburg: It looks more and more as if the Nazis are going to have to be taken in.

Hindenburg: I don't like the idea of a little corporal from World War I and ex-house painter leading the country.

Meissner: There is reality. The Nazis received more votes than any other party in the last election.

Hindenburg: Will you, Papen, try to put together a government for me?

Papen: I have tried before and failed.

Hindenburg: Of course the Nazis were no help. When the communists insisted on a vote of no confidence in your government the Nazis went right along with it.

Papen: I know, but political reality is that the Nazis have power.

Hindenburg: I do not see the man as Chancellor. Vice-Chancellor, perhaps.

Meissner: We have been through that. We have offered him the Vice -Chancellorship. He has rejected it.

Papen: He wants to be Chancellor or nothing.

Hindenburg: What does he plan to do?

Papen: The only thing he has mentioned to me is that he wants to get rid of communists and Jews from the government.

Oskar von Hindenburg: And we have no objection to that.

Hindenburg: Are you sure that you won't try to form a government one more time?

Papen: Yes.

Hindenburg: Then it is my unfortunate duty to appoint this man Hitler to the Chancellorship.

Meissner: It is the only thing that will work.

Hindenburg: I want some intelligent balance to his cabinet. I want him to appoint von Papen as Vice Chancellor and General von Blomberg as Minister of Defense. He is a good general and not a politician.

Papen: We will have to see if Hitler will accept the proposal.

First Narrator: Von Papen met with Hitler the next morning.

Papen: Hindenburg is willing to offer you the Chancellorship.

Hitler: It is about time he came to recognize that I should be Chancellor.

Meissner: He does have some requests.

Hitler: What are they?

Papen: He wants you to appoint me Vice-Chancellor and von Blomberg as Minister of Defense.

Hitler: That is acceptable to me.

Papen: Good.

Hitler: I have some demands of my own.

Meissner: What are they?

Hitler: I want a general election and enabling law that will give me some authority as Chancellor.

Papen: I do not know about an election. Von Hindenburg is tired of elections.

Hitler: I assure you that this will be the last election we will have.

Meissner: If that is the case, I am sure the old gentleman will accept it.

Second Narrator: Hitler was appointed Chancellor. Hitler forced the passage of a law giving him almost dictatorial powers. Germany had no more elections.

First Narrator: Hitler began to rebuild the powerful armed forces. However, the Brown Shirts felt that not enough had been done for the people. Hitler met with Ernst Rohm, head of the storm troopers.

Hitler: Ernst, it is good to see you.

Rohm: Yes, my Leader, it is good to see you, too.

Hitler: We must talk about the role of the SA.

Rohm: Yes, I believe that the SA will have an important role to play in bringing about the second revolution.

Hitler: What do you mean by the second revolution?

Rohm: We must do something for the people of Germany. Money must be taken from the rich and put into the hands of the poor.

Hitler: Ernst, you must understand what we are trying to do.

Rohm: I believe that you are getting bad advice from people like Goebbels and Goring.

Hitler: We must make Germany strong. We must rebuild our economy. We don't have any wealth to divide up.

Rohm: I still see the large industries owned by a few; I still see large estates in Prussia.

Hitler: We are going to put Germany back to work by re-arming. We must build a powerful military.

Rohm: I have no objection to that.

Hitler: But the army does not like the SA playing a military role. Our army cannot be made up of a civilian militia like the SA. It has to be made up of professional soldiers who are highly trained.

Rohm: I believe that the SA should be armed.

Hitler: The army has very strong objections to that. I must keep the generals happy. They are needed to carry out the military program.

Rohm: The generals didn't bring about the revolution. The Brown Shirts did.

Hitler: I've eliminated unemployment, but in 8 years we expect a recession. We'll have to have living room – a place for our people. This means that we'll need an army. I expect you to follow my orders.

Second Narrator: However, Himmler, Goring and Goebbels plotted to overthrow Rohm. While Hitler was at a wedding in Essen, he began to receive phone calls.

Goring: What was it?

Hitler: A phone call from Himmler.

Goring: Bad news?

Hitler: The SA seems to be plotting against the government. Also, they have insulted a foreign diplomat.

Goring: That's terrible. There have been rumors that Rohm and his gang have been up to something.

Hitler: I don't like what is going on. This von Papen making speeches criticizing me and the government; Rohm talking about a second revolution.

Goring: We cannot have dissent. We have set a path and we cannot be diverted from it.

Hitler: These people want to change course. They don't know what is good for the Fatherland.

Goring: They should be eliminated.

Hitler: Well, it is going to stop. I am going to make an example of them.

Goring: What is to be done?

Hitler: I am going to see Rohm and the SA leaders. You go back to Berlin and take over operations there. When I phone you and give you the code word Kolibri, you round up the SA leaders.

First Narrator: Hitler flew to Bad Godesberg where he, upon hearing reports of SA rebellion, flew directly to arrest Rohm himself.

Second Narrator: When Hitler arrested Rohm, the plan to eliminate the opposition went into effect. General von Schleicher and his wife were shot. Von Papen was placed under house arrest and his aide was shot. Numerous SA leaders were killed.

Dietrich: I have orders here to shoot a number of SA leaders.

Frank: What? What is happening here, Dietrich? The Stadtlhelm is filled with SA people.

Dietrich: They are enemies of the State.

Frank: Who says so?

Dietrich: The Fuhrer. They are to be shot.

Frank: You can't do it.

Dietrich: These are orders from Hitler himself.

Frank: I don't care. You can't do it. You have nothing in writing.

Dietrich: The list was personally marked by Hitler.

Frank: There has been no trial.

Dietrich: If you don't believe me, I'll phone Hitler.

First Narrator: Dietrich phoned Hitler.

Dietrich: Here, he wants to talk to you.

Hitler: You refuse to carry out my orders? Are you in sympathy with that criminal scum? I'm going to destroy those people, roots and all.

Frank: There is no written authorization, just a list of names.

Hitler: I marked that list myself. These men are criminals against the Reich. It is a Reich matter. It is not a matter that falls under your jurisdiction as Minister of Justice in Bavaria.

Second Narrator: The purge went on. Many SA leaders were killed, including Rohm. Others were also murdered: the President of Catholic Action, von Papen's press secretary and his speech writer.

First Narrator: After the murders took place, the cabinet made them legal after the fact.

Second Narrator: After eliminating his opposition, Hitler then turned on the Jews.

Goebbels: Fuhrer, there is good news.

Hitler: What is it, Goebbels?

Goebbels: Von Rath has died. There has been a couple of anti-Jewish riots in protest.

Hitler: Good! Though it is too bad about von Rath.

Goebbels: He was a Jew-lover anyway. The Gestapo was investigating him.

Hitler: How ironic that he was killed by a Jew. Have you found out why he was assassinated?

Goebbels: Apparently it was to protest our treatment of the Jews. The murderer's parents were deported to Poland.

Hitler: It is a good time to capitalize on this.

Goebbels: Precisely my thought, Fuhrer.

Hitler: Inform the party leaders that they should not discourage any spontaneous riots against the Jews.

Goebbels: I will gladly do it. We must resolve this question of the Jews quickly. There are many people in the Party who want to take a soft line on the Jews.

Hitler: I know. They have been after me. They claim the Jews are too important to our economy to be put upon. They say that we must take a gradual approach to ridding the Jews from our economy.

Goebbels: I think that we can rid them from our economy in 24 hours by taking to the streets and destroying their stores.

Hitler: I leave the organization of this in your hands, Josef.

Goebbels: I will make sure that the Jews get the treatment they deserve.

First Narrator: On the night of November 9th, 1939, Jews were attacked and beaten by crowds as the police stood by. Shops were destroyed and their contents looted. The night was called the Kristalnacht (Crystal Night) because of the number of shattered storefront windows. The following morning Nazi leaders met in the Finance Ministry Office.

Funk: I cannot believe it. It is so stupid, so senseless.

Goring: We must complain directly to the Fuhrer.

Funk: I smell the hand of that scurrilous little cretin, Goebbels, behind this.

Schacht: They are making such a mess of things.

Goring: This is going to disrupt our economy.

Funk: And our foreign relations. We are going to lose all of our prestige abroad. Here we are trying to conserve our national wealth and that crazy ninny Goebbels is throwing it out the window.

Schacht: There's already been talk of boycotting German goods because of this Jewish business.

Funk: And those people who have been sympathetic are now turning against us.

Schacht: We are viewed as a bunch of barbarians.

Funk: That little weasel, Goebbels. How can the Fuhrer listen to a man like that?

Schacht: He has the morals of an alley cat. He chases after any woman even though he is married to a lovely person and has three children.

Funk: Who was that last one he was running around with, some actress?

Schacht: That's the last one that we know about.

Goring: Goebbels' personal life is of no concern to us. How this is going to hurt Germany is.

Second Narrator: Later, the leaders met with Hitler.

Goring: We are trying to make the four-year economic plan work. I've been pleading with the German people to save every toothpaste tube, every piece of scrap paper and metal they can. And then this catastrophe happens. Property is just destroyed senselessly.

Hitler: Yes, I know, I know. It is very unfortunate.

Funk: It is going to ruin our economy. You might as well forget about any trade agreements now.

Hitler: I know, I know.

Schacht: You must remember that the Jews form an indispensible part of the economy that we are trying to build.

Funk: We need to make sure that at this time we have friendly relations with the rest of the world. We cannot afford to let a bunch of ruffians turn people against us.

Goring: And hinder our economic plan.

Hitler: It is terrible. They have destroyed everything like a bull in a china shop.

Funk: I think that you should do something about Goebbels.

Hitler: I think his role in the affair is exaggerated. After all, the riots were spontaneous.

Funk: I think he created it. The riots were not spontaneous, but were led by party people.

Hitler: I agree that such events should not and must not be allowed to take place.

Schacht: Something must be done to stem this anti-Semitic tide. It is not doing our country any good.

Hitler: What do you have in mind? Remember, these Jews and communists are our enemies.

Schacht: There are many people being ill-treated who are not really Jewish. There are many who had only one Jewish grandparent or who do not practice the Jewish religion, or who are not married to a Jew. These people are more German than Jewish.

Goring: Many of these people fought honorably for Germany during World War I.

Funk: We should make sure that we pass a law about Jews that provides them some rights, some protection.

Hitler: But the radicals in the party oppose that.

Schacht: Such measures will help reduce foreign hatred for us.

Hitler: I know. I particularly want to make sure that France does not become too angry with us.

Goring: We most certainly cannot afford war at this time.

Hitler: But we all must recognize that if and when war comes, the Jewish question must be dealt with one way or another.

Goring: That is obvious.

Hitler: Myself, I say let these countries that are so concerned about the Jews have them. They should be willing to take them in.

First Narrator: Even through a moderate law was passed, still Jews in large numbers were being taken to concentration camps.

Second Narrator: Hitler signed a treaty with Russia before he attacked France and England. Hitler then decided to strike eastward against Russia. He called a meeting to announce his plan.

Hitler: Gentlemen, it has become increasingly apparent that the war will be won only when we conquer Russia. We will only be able to defeat England if we conquer Russia.

Ribbentrop: But we have had good relations with the Russians. The small difficulties that we have had can be ironed out.

Hitler: The communists must be destroyed.

Ribbentrop: The Russians have been delivering large amounts of grain and even copper to us under the trade agreements.

Raeder: The difficulties that we have had with them are because we have not been able to deliver some of the military goods that we have promised.

Hess: Do you think that it is wise to fight a war on two fronts? I don't think it is wise to invade Russia until we conquer England.

Hitler: I've decided that time is on Russia's side. In four years America will have a superior manufacturing capability. It will take four years for America to mobilize its resources and build a fighting machine. That is why we should strike now. The longer we wait the more America and Russia will be prepared.

Jodl: Everyone should know that our army has as many soldiers as Russia's, and they are vastly better trained and have much better morale.

Raeder: Russia is such a vast territory it will take a very large army to conquer it. Remember what happened to Napoleon.

Von Brauchitsch: With our armored columns driving through the Russian forces it should all be over in four weeks. We will cut off the Russian armies so that they won't be able to retreat.

Hitler: We must carry out our mission. We need lebensraum. In Germany we are overcrowded. In Russia, they have that empty vastness on which we can settle Germans.

Ribbentrop: It makes more sense to me if we had some allies. We'll be going into this battle alone. Italy cannot be counted upon. Franco is useless to us. We cannot trust the Vichy government in France. We have no allies at all.

Hitler: This is the only way we can force England to be on our side. If we conquer Russia and strike at India and the Suez through Iran, the British will be forced to join us.

Raeder: It makes more sense to strike at the Suez right now. Rommel has been having excellent success in North Africa. If we sent him reinforcements now he might be able to drive through to the Suez.

Ribbentrop: And that would be more disasterous to England than capturing London itself.

Hitler: You people worry too much. We will take Russia in a few short weeks. You wait. You'll see. You should not doubt my judgement in such matters.

First Narrator: Hitler wanted "living room," called lebensraum, for the Germans. There was a question about how the newly conquered territory would be governed.

Rosenberg: My Fuhrer, I am disturbed by these new memoranda you sent out.

Hitler: You have to remember, Rosenberg, we are in a life-and-death struggle and our enemies want to destroy us. We must stamp out the Jewish-communist menace.

Rosenberg: I understand that, Fuhrer, but I am concerned with the practicality of the orders. They state that the conquered areas will be "cleansed" of Jews and other troublemakers.

Hitler: Yes, we must get rid of those undesirable elements.

Rosenberg: I do not think that would be advisable. I have no objection to eliminating the high ranking officials, but it would be much better to treat the conquered territories as friendly.

Hitler: As friendly! Surely you're joking, Rosenberg.

Rosenberg: No. Most of those areas are not happy with communist rule under Stalin. They will welcome the Germans as liberators.

Hitler: You can never trust Jews. You know, Rosenberg, there are millions of Jews living in Russia.

Rosenberg: If the idea of lebensraum is to be carried out, you must have some sort of civil administration. That means, you must use Russian administrators.

Hitler: Well, I've placed Himmler in charge of the occupied areas. You can work things out with him.

Second Narrator: Operation Barbarossa was launched. German armies won quick victories. Finally, their offensive bogged down in front of Moscow, Leningrad and Stalingrad. The Russian winter overtook the ill-prepared Germans.

Hitler Study Guide

Directions

After reading the play answer these questions.

1. Why were the German soldiers returning from World War I unhappy?

2. What did the Nazis see as a solution to the problem?

3. What is a putsch?

4. Why did the putsch fail?

5. Why did Hindenburg oppose Hitler as Chancellor?

6. Why was Hindenburg forced to appoint Hitler Chancellor?

7. What did the leadership of the SA want Hitler to do?

8. Why did Hitler kill Rohm and the SA leadership?

9. Why did Hitler hate the Jews?

10. What was the Crystal Night?

Directions

Unscramble the names below:

1. He was the head of the German Gestapo.

(MHLMREI)______________________

2. Hitler had him killed because he wanted a "second revolution."

(HMOR)______________________

3. This World War I flying ace was famous for his love of art.

(IGGNRO)______________________

4. This early supporter of Hitler and secretary of the Nazi Party flew to England during the war to make peace.

(SHES)______________________

5. Hitler's Foreign Minister.

(nov PTEBRBIORN)______________________

6. Hitler's propaganda chief and organizer of the Crystal Night.

(GLEOEBBS)______________________

7. Highly respected commander of Germany's World War I forces and Chancellor of Germany; President of the German Republic.

(nvo BHDNEGNURI)______________________

8. The German Admiral who took Hitler's place.

(EERARD)______________________

Hitler Word Scrambles

Directions

Unscramble the words below:

1. The battle at this city was the turning point of World War II.

(LSIGADRNAT)______________________________

2. The place where the Nazi Party got its start.

(HNICUM)______________________________

3. The capital of Germany.

(LRIBEN)___________________________

4. This country was conquered by Hitler while the British and French accepted his action.

(ZKHAIASLOVCECO)_____________________________________

5. Germany signed a treaty with this country even though Hitler considered it an enemy.

(VSOTIE NNUOI)_____________________________________

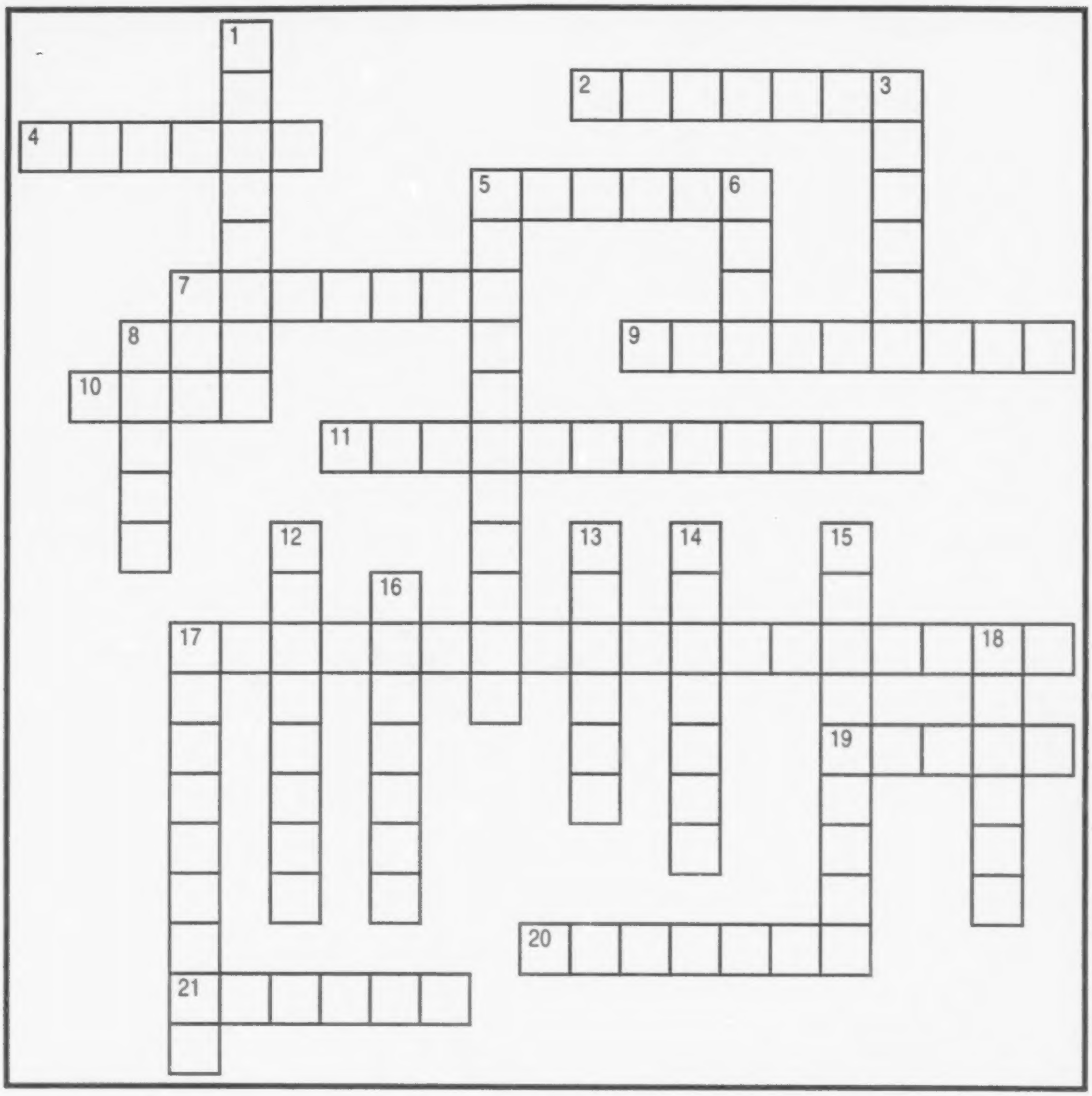
6. The invasion of this country started World War II.

(NADPOL)_____________________________________

7. Because the leader of this country was part Jewish, it refused to make an alliance with Germany.

(NSPIA)_________________________________

Hitler Crossword



ACROSS

2 Head of the secret police.
4 A leader, a tyrant.
5 The capital of Germany.
7 The secret police.
9 Hitler's book (2 words)
10 A religious and ethnic group that Hitler tried to exterminate.
11 Kristalnacht (2 wds.)
17 Where Hitler's enemies were sent.
19 Hitler's first name.
20 A dictatorial, suppressive, government.
21 A communist leader.

DOWN

1 Hitler's propaganda chief.
3 A communist country opposed to Russia.
5 Stormtroopers (2 words).
6 Abbr. for the National Socialist Workers' Party.
8 The Third ________.
12 The murder of an entire group of people.
13 Germany's foe in World War I.
14 Churchill led this country against Germany.
15 A system in which the producing, distributing & decision making is controlled by the whole group.
16 Dominant country in developing World War II.
17 A philosophy Hitler hated.
18 The country to the east of Germany.

Hitler Test

Directions

Fill in the blanks below.

1. The book that Hitler wrote that outlined his program was ____________________.

2. In 1923, the Nazis felt that they were strong enough to attempt a takeover of the government of ______________ in what now is known as the Beer Hall ________________.

3. Nazi is the nickname of the ____ Party.

4. In 1931, the Nazis ran Hitler for the presidency of the Republic against ________________________.

5. Hitler's propaganda minister was ____________________________.

6. Hitler hated and wanted to eliminate the _____________________.

7. Some Nazi leaders opposed Hitler's attacks on certain groups because ______________ ____

8. The leader of the SA was _________________________.

9. Hitler was appointed Chancellor because __________________________________ ____

10. Hitler eliminated the leadership of the SA because ____________________________ ____

Winston Churchill and World War II

Plays, Puzzles and Activities
About
World History

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P.O. Box 794, Stockton, CA 95201

Winston Churchill

Teacher's Guide

Introduction

In 1939 Hitler's Germany dominated Europe. Little stood in the way of his conquest of England. Winston Churchill rallied the English people and with a bold tactical stroke – the bombing of Berlin – managed to divert Hitler's attention.

Ironically, Churchill was voted out of office before the war was over. His career as Prime Minister was brief compared to his long career in politics; however, it came at a crucial time when his courage, leadership and his talent for strategy were most needed.

This unit contains a play which describes Churchill's role as a wartime leader, two vocabulary activities, a crossword puzzle and a decision making activity that involves students in devising a peacetime settlement. There is also a study guide and a test.

Contents

Introduction
Chronology
Play (8 pages)
Study Guide
Test
Activity 1: Vocabulary scrambles
Activity 2: Vocabulary scrambles
Activity 3: Decision making
Crossword Puzzle

Answers

Study Guide

1. appeasement 2. did not think it would work 3. Czechoslovakia 4. bomb airfields to put British fighters out of commission 5. to relieve pressure on the Russian front 6. make Germany pay for war, divide Germany, keep France from having any say in Germany's future, and put his group in power in Poland 7. Churchill wanted it divided into two parts, Stalin 5 parts 8. Stalin wanted the communists to control; Churchill wanted elections 9. didn't have an organization or program to get votes 10. Labour program called for nationalization of industry.

Test

1. appeasement 2. Chamberlin 3. Czechoslovakia 4. bomb Berlin 5. London 6. second front 7. Yalta 8. 80% of what Germany had 9. dividing it in two 10. they had fought in the war 11. democratic elections 12. Atlee, Labour 13. nationalization of industry.

Crossword Answers

Across: 3. Hitler 5. London 6. invasion 7. WinstonChurchill 13. parliament 14. raids 15. socialism 16. treaty 17. panzer 18. civilian 19. allies. **Down:** 1. WorldWar 2. UBoat 4. Russia 8. conservatives 9. UnitedStates 10. Britain 11. Nazi 12. Chamberlin 13. policy 15. Stalin.

Activity 1

1. appeasement 2. Blitz 3. Battle for Britain 4. second front 5. reparations 6. compensation 7. conservative 8. labour 9. socialist philosophy 10. nationalization.

Activity 2

1. Neville Chamberlin 2. Duff Cooper 3. Lord Halifax 4. Anthony Eden 5. Clement Atlee. 1. Harry Truman 2. Franklin Roosevelt 3. Dwight Eisenhower. 1. Soviet Union 2. United States 3. Great Britain 4. France. 1. Japan 2. Italy 3. Germany.

Activity 3

Answers will vary.

Play

Characters

The play has 14 parts. The number of speaking lines is in parentheses.

First Narrator: (34)
Winston Churchill: (226) Conservative politician and Britain's Prime Minister during World War II.
Neville Chamberlin: (23) British Prime Minister before Churchill.
Lord Halifax: (4) British politician.
Anthony Eden: (36) A Conservative politician and close associate of Churchill.
Duff Cooper: (1) A Conservative politician.
Henry Wilson: (4) A British politician.
Second Narrator: (18)
Air Marshall: (21)
Sergeant: (2)
General: (20)
Alan Brooke: (17) Churchill's wartime aide.
Josef Stalin: (111) Premier of Soviet Russia.
Franklin D. Roosevelt: (34) President of the United States.
Mary Churchill: (15) Winston's wife.

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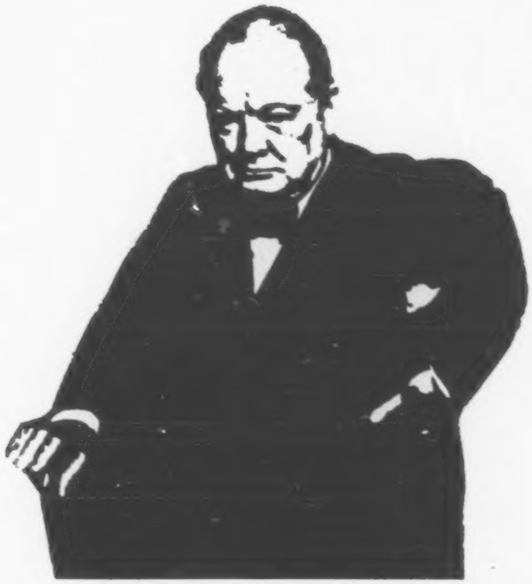
P 4/94

Winston Churchill was a man of many talents. He was a soldier, journalist and politician. He was a writer, historian, and painter. He did not achieve fame, however, until late in life when England was faced with the Nazi menace.

In 1940, Hitler had been victorious everywhere. He swept the British army out of France. His armed forces seemed invincible. Churchill became Britain's Prime Minister at the beginning of the war when everything seemed lost. Hitler's large army was poised to launch an invasion of England. The British army was destroyed . It had few guns left, a large amount of equipment had been left on the beaches of Dunkirk when the army evacuated the continent.

Hitler launched air raids against the British airfields, Britain's last line of defense. The British fighter planes fought off the German attackers. Churchill retaliated with an air raid upon the German capital, Berlin. The attack infuriated Hitler and he shifted his attack to bombing London.

Londoners endured night after night of bombing. Churchill kept up the spirits of the British people. He became a symbol of resistance. The attacks on England ceased when Hitler turned his attention to Poland and Russia. England was saved. Churchill praised the fighter pilots who fought off the German planes with the words – "Never have so many owed so much to so few."



Winston Churchill Chronology

1875 (November 30): Winston Churchill is born. His father is Lord Randolph Churchill. His mother is an American, Jennie Jerome.

1894: His father dies. Winston graduates from Sandhurst Military Academy.

1895: Visits New York and Cuba. Sees Spanish troops in action against the Cuban rebels.

1896: Is stationed in India at Bangalore with the 4th Hussars.

1897: Is transferred to Indian frontier where he sees action.

1898: Is stationed in Egypt. Fights in the Battle of Omdurman.

1899: Publishes second book. Resigns from army. Goes to South Africa to cover Boer War as a correspondent. Is captured and escapes.

1900: Wins seat in Parliament at Oldham.

1904: Becomes a Liberal.

1906: Is chosen as President of the Board of Trade.

1910: Becomes Home Secretary.

1911: Becomes First Lord of the Admiralty.

1917: Becomes Minister of Munitions.

1919: Becomes Secretary of War and Air.

1921: Becomes Secretary of State for the Colonies.

1922: Gives up office when Lloyd George resigns as Prime Minister.

1924: Becomes Chancellor of the Exchequer.

1929: Resigns office.

1939: Becomes First Lord of the Admiralty.

1940: Becomes Prime Minister and Minister of Defense.

1945: Conservatives lose election. Churchill resigns.

1951: Becomes Prime Minister and Minister of Defense.

1955: Resigns from office.

1965: Dies.

Winston Churchill Study Guide

1. What was Neville Chamberlin's policy toward Hitler?

2. Why did Churchill oppose Chamberlin's policy?

3. What country did Britain and France refuse to defend?

4. What was Hitler's strategy when the Germans began to bomb England?

5. Why did Stalin want a second front opened immediately?

6. What were Stalin's demands at Yalta?

7. How did Churchill and Stalin differ on the matter of a divided Germany?

8. How did Churchill and Stalin differ on the matter of Poland?

9. Why did Churchill lose the election at home after he won the war?

10. How did the Conservative and Labour programs differ?

Winston Churchill Test

1. The policy followed by the Bristish prior to Churchill becoming Prime Minister was called the policy of ___________________.

2. Prime Minister________________thought peace could be maintained by giving Hitler what he wanted.

3. The Germans were allowed to conquer_______________without any protest from the French or British.

4. Hitler decided to change his tactics in his air attack on Britain when Churchill decided to______________________.

5. Instead of bombing air fields, Hitler switched his attack to bombing____________.

6. Stalin, early in the war, wanted the allies to open up a____________________.

7. The Allies met at_______________to plan the peace after World War II.

8. In regard to reparations, Stalin wanted___________________________________.

9. Roosevelt wanted to divide Germany. Churchill thought the most logical way to do this was _____________________________________.

10. Churchill wanted France to be part of the forces occupying Germany because____________________.

11. Churchill wanted the new Polish government to be selected by_______________.

12. Churchill lost the election of 1945 to_____________________of the____________Party.

13. The newly elected party's program for England included__________________.

Winston Churchill Activity 1

Unscramble the words below and use them in sentences.

1. Chamberlin followed a policy of (PEMNTEASPAE) ____________________.

2. The bombing of London was called the (TZIBL)_________________.

3. Churchill was the leader of Britain during the (TLTBEA ORF TIIANBR)______________________________.

4. Stalin wanted the allies to open a (CNDOES RNTOF)____________________.

5. Russia wanted Germany to pay (AAPONITRRES)_____________________.

6. The Russians believed they should receive (ASOINTMOCNEP)__________________.

7. Churchill belonged to the (AVVIETCSNERO)________________Party.

8. Churchill was defeated by the (UOALBR)_________________Party.

9. The Labour Party followed a (SCLSTIAIO)__________________philosophy.

10. The Labour Party followed a policy of (ZATIONTIONANLAI) __________________in the government, taking over basic industries.

ED 407 331 WORLD HISTORY PLAYS, PUZZLES AND ACTIVITIES.

3 OF 3

STEVENS, LAWRENCE 96 203P.

Winston Churchill Activity 2

People and Places Word Scramble Game

Divide the class into teams. Have the teams race to unscramble as many of the names of the people and places below as they can within a limited amount of time.

British Leaders

1. LIVELEN REBMNAICHL

2. FUFD OPOREC

3. RODL FXAILAH

4. NYOHTNA DEEN

5. EEMNTCL LEETA

American Leaders

1. RARHY RUMTNA

2. LNKINARF OROEESVTL

3. WHTGDI HROWESEEIN

Allies

1. VISOTE NNUIO

2. NIEDTU STTSAE

3. RETAG IIRTBAN

4. NCFRAE

The Axis

1. AAPNJ

2. TLAYI

3. MNREGYA

Peace With Germany: A Decision Making Activity

In this activity you must decide what to do with Germany after the war. You should remember that Hitler and Germany started the war, murdered 6 million Jews, killed an estimated 30 million poeple in Russia, and devastated a large part of Europe.

In each category below you must select at least one option. Be sure to tell why you made the choices that you did.

Division of Country

1. Germany should be allowed to keep its original boundaries.

2. Germany should be divided into two parts–east and west.

3. Germany should be divided into five parts.

4. Germany should be forced to give up its industrialized regions–The Ruhr to France and Salesia to Poland. (This may be selected in addition to one of the items above.)

Government

1. The Allies should control Germany for the forseeable future and not allow any self-government.

2. Germany should be allowed to immediately control its own affairs.

3. The Allies should control Germany until a democratic type of government can be developed.

Reparations

1. Germany should be forced to give 80% of her factories to the countries she destroyed.

2. Germany should be allowed to keep her factories so that she can rebuild.

3. Germany should be forced to make an annual payment to the countries whose property she destroyed. The payment should be high enough to punish the Germans by forcing them to live in poverty.

4. Germany should be required to make a small reparations payment as a reminder of her guilt for the war. The payment should not be so large that the Germans cannot develop their country economically.

First Narrator: With the Nazi takeover in Germany, the Germans rearmed in violation of the Versailles Treaty which ended World War I. Germany, once again, became a menace to the peace of Europe. In England there was a debate about how to deal with Hitler. On September 26, 1938, Winston Churchill met with Neville Chamberlin, the Prime Minister.

Churchill: This policy you are following will be disasterous for us and for Europe.

Chamberlin: Europe wants peace and the British people want peace. My policy is to bring them peace.

Halifax: There is some question about whether or not it will work.

Chamberlin: I believe it will.

Churchill: Look at what has already happened. When you met with Hitler on September 15, all he demanded was the secession of the Czech territories that were German-speaking.

Chamberlin: That is correct.

Churchill: Now, a week later, he wants the immediate occupation of those areas by German troops.

Eden: It is simply a pretext for another German take-over.

Cooper: Just as they did in Austria.

Churchill: Hitler's strategy is to take a little bite at a time, hoping that he will meet with no opposition. That is why your policy of appeasement won't work.

Chamberlin: I think you exaggerate the danger. There is no sense in causing unnecessary concern.

Churchill: The function of your job is to lead; to inform the public of what needs to be done.

Chamberlin: The public wants peace and I am providing peace.

Halifax: By sacrificing the freedom of the Czechs?

Chamberlin: The German-speaking people in Czechoslovakia have a legitimate complaint. It appears that they are discriminiated against.

Wilson: Czechoslovakia is not destroyed. The part in which the Slovaks live is still an independent country.

Eden: And how long do you think that will last?

Chamberlin: Hitler has promised to guarantee its independence.

Churchill: By ceding part of the country to Germany you are giving up its defense line. You are leaving the rest of the country exposed to German attack.

Chamberlin: France agreed with us on this. They informed Czechoslovakia that they would not honor their mutual defense pact unless the Czechs went along with this.

Churchill: That is a despicable way to force the Czechs to go along with it. They know what is going to happen to their country.

Wilson: What other alternative is there?

Churchill: Have our country, Russia and France issue a joint statement of support for Czechoslovakia.

Eden: France already has a treaty with them to come to their aid if they are invaded.

Churchill: We and Russia would agree to back up France.

Chamberlin: There doesn't seem to be the sentiment in France for that. I have hopes that this will work out.

Second Narrator: On march 13, 1939, Hitler invaded the rest of Czechoslovakia.

First Narrator: After taking Czechoslovakia, Germany next agreed with Russia to divide up Poland. Then it was war with France and England. Germany quickly defeated France and began to bomb England to soften it up for invasion. Churchill had now replaced Chamberlin as Prime Minister.

Air Marshall: The red lights indicate the squadrons of Spitfires and Hurricanes that have been launched.

Sergeant: This is an unusually heavy raid, sir.

Churchill: Goering is throwing everything at us today.

Air Marshall: And well he should. They're striking at our most vulnerable point.

General: If they knock out our airfields and our fighters, we'll have no way to resist their bombing attacks.

Air Marshall: It looks like they want to take out all our airfields today. I've never seen an attack as heavy as this.

Churchill: We have to keep our fighters in the air no matter what. If we don't, we won't have much of a chance.

Air Marshall: We only have 300 left.

Churchill: If the Nazis get air superiority nothing will stop them from invading. They have 4,000 ships ready to carry Nazi troops across the Channel.

General: And they can land anywhere. We have one thousand miles of exposed coastline. About the only thing we have to stop them is the Home Guard.

Churchill: We'll fight them with everything we have, but I'm afraid it isn't much. We only have 200 tanks in all of England.

General: There are a million men and women in the Home Guard.

Churchill: They are still ill-trained and unequipped.

General: Many don't even have guns.

Churchill: Unfortunately, we lost most of our equipment at Dunkirk.

General: At least we got most of our men out of France.

Churchill: They won't do much good against Hitler's Panzer divisions.

General: We are building as many anti-tank defenses as possible.

Churchill: We must really stop them in the air. It looks as if all the red lights are on.

Air Marshall: All of the squadrons are in the air.

Churchill: How many planes do you have in reserve?

Air Marshall: None. All of them are up. I just hope that Hitler doesn't have any more bombers.

Second Narrator: Fortunately, the Germans had launched all of their bombers. Churchill wanted to go on the offense.

Air Marshall: What did you have in mind?

Churchill: How many bombers can we put in the air?

Air Marshall: A little over a hundred.

Churchill: Good. Do all of them have the range to reach Berlin?

Air Marshall: Yes. That would be a bold move.

Churchill: That's what we'll do then. Launch an attack upon the German capital. Give them a taste of their own medicine.

Air Marshall: They certainly won't expect it.

First Narrator: That night 105 bombers took off for Berlin. Hitler was angered by the attack and suddenly changed the German bombing strategy. Instead of bombing air bases, Hitler decided to destroy London.

Churchill: No civilized people have sunk so low. Bombing churches and houses of innocent civilians!

Brooke: Apparently the attack on Berlin angered Hitler.

Churchill: It looks as if he is hell-bent on destroying London.

General: This is the thirtieth straight day of bombing. I wonder how long the people can take it.

Churchill: The British people can take it.

Air Marshall: It has certainly taken the pressure off the air fields.

General: And our fighters are certainly taking their toll on the Nazi bombers. We knocked down 23 today.

Churchill: How is the evacuation of the children going?

Brooke: Fine. Many have been taken into the countryside.

Churchill: Good. We'll hold up as long as we can keep our power and sewer plants going.

Brooke: There's a bit of a chill in the air.

Churchill: That's a good sign. When the winter storms come, the Germans won't be able to come across the Channel. We won't have to worry about an invasion until next spring.

Second Narrator: There was no invasion next spring. Churchill had won the Battle of Britain.

First Narrator: By 1942 the Germans had driven deep into Russia. Britain had survived the Blitz but was involved in a struggle for control of North Africa. Churchill flew to Russia in August to meet with Josef Stalin, the Russian leader.

Stalin: Welcome, Mr. Churchill. I am glad you took the trouble to make a most difficult flight to Moscow.

Churchill: A bit uncomfortable, but not a bad hop from Cairo. We stopped at Teheran and met the new Shah.

Stalin: It is difficult to reach us. We are cut off from the rest of the world by the Germans on one side and the Japanese on the other.

Churchill: Hopefully, that will be temporary. Things are going well for us in North Africa. We just managed to push the Germans back at El Alamein.

Stalin: That is good news. We need help here in the worst way. The Nazi armies are pushing deeper and deeper into Russia. In the areas they capture, they show no mercy. They have killed hundreds of thousands of our people.

Churchill: I know, Premier, that you would like a second front.

Stalin: Like! Our very survival depends on it. We must have a second front.

Churchill: That is quite impossible now. We simply can't do it this year.

Stalin: Surely, some sort of token invasion of France could be taken. Six divisions landing in France would take the pressure off us. The Germans would have to transfer troops from the Eastern front.

Churchill: But what purpose would six divisions serve? It would be sending men to their deaths needlessly.

Stalin: My people die needlessly every day. It would help save some of our people's lives.

Churchill: I can't see the invasion as accomplishing much of anything. You must remember that Hitler couldn't cross the Channel with many times the divisions you're talking about.

Stalin: The difference is that Hitler would have met massive resistance from your people. You will be welcomed by the French people. They will help you against the Germans.

Churchill: We have our minds made up. Such an invasion would be a failure.

Stalin: We need some help or we may possibly be defeated and you will have no ally. You aren't, perhaps, hoping that Germany does defeat us, are you?

Churchill: We, of course, do not believe in your philosophy, but I assure you that we find Hitler to be a far greater danger to civilization than your government. We can promise you that we will take the offensive in North Africa in 1943. The Americans plan on landing troops there.

Stalin: That is some good news at least.

Churchill: Remember, Europe has a soft underbelly. The Germans are already building fortifications along the coast of France to prevent an invasion. But in the south along the Mediterranean, there is a long unprotected coastline. That is where we will strike when we drive the Nazis out of North Africa.

Stalin: I am not sure that we can hang on that long.

Churchill: You must remember, Premier, that Britain fought alone for a year. We received no help from you.

Stalin: I was in no position to help you, but you are in a position to help us and you seem very reluctant. Your convoys even have difficulty reaching our ports with supplies. I thought England was a great sea-going nation.

Churchill: We are. It is very difficult to fight through frozen seas against Nazi U-Boats and aircraft.

Stalin: We must have help against the German armies.

Churchill: Our bombers are now making regular raids over Germany and we plan to increase those raids as more planes become available.

Stalin: Good.

Churchill: British bombers will bomb at night and beginning next year, American bombers will make daylight raids. We plan on destroying Germany's factories.

Stalin: And their homes as well?

Churchill: Why do you ask that?

Stalin: Because they destroy our homes. They burn our villages and kill all the inhabitants. I want them to feel the full terror of war.

Churchill: We must concentrate on hurting their capacity to make war. I assure you that it is our desire to bring this war to a rapid conclusion. But we must take the offense in slow steps and do only those things that we are prepared for.

Stalin: I don't like your slowness, but I am glad to hear that you are doing something to help.

Churchill: All that we can.

Stalin: When do you plan to leave?

Churchill: This evening. I must get back to Cairo. We must meet again soon.

Stalin: Yes, we must.

Second Narrator: Churchill and Stalin met again in 1944, together with President Roosevelt of the United States. It was apparent that the Allies would win the war. The Allies met to decide how to make the peace.

Stalin: Germany must be made to pay for its part of the war.

Churchill: What did you have in mind?

Stalin: $20 billion and 80% of their factories, railroads and anything else that can be removed should be taken as payment for the war.

Churchill: And how would that be divided?

Stalin: They can pay over a ten year period and we should get one-half.

Churchill: That is totally unrealistic. How can a devastated nation pay that kind of money?

Stalin: They must be made to pay for the destruction they did to my country. Russia suffered more damage than any other country.

Churchill: I see a starving Germany. What are we to do in that case? Stand by and say, "too bad?" How will you get your reparations then?

Stalin: They paid in World War I.

Churchill: Only becasue the United States loaned them the money and they still had their country intact.

Stalin: Still, they must be punished.

Churchill: If you wish a horse to pull a wagon you must feed it. Germany must be self-supporting.

Stalin: Take care that the horse doesn't turn around and kick you.

Roosevelt: May I suggest that we turn this matter of reparations over to a commission? We must find out how much Germany can afford to pay.

Stalin: I will go along with it, but we reserve the right to remove their factories and anything else that we can move.

Churchill: In the areas you control, I don't see how we can stop you.

Roosevelt: In the span of less than a quarter of a century, Germany has started two world wars. We must do something that will prevent this from ever happening again.

Churchill: Germany, as a single state, is too powerful for those around it. The country must be divided up.

Stalin: I agree.

Roosevelt: I think that it should be divided into five parts.

Stalin: I agree.

Churchill: I think that would be impractical. A more natural division would be two parts, Prussia making up one and Bavaria and Austria the other.

Stalin: That will still leave two Germanys that are too strong.

Churchill: The issues in this are complex. We should leave it to the foreign ministers to work out.

Roosevelt: Does anyone have any objections to the zones of occupation? There have been proposed–one for the Russians, one for the British and one for the United States.

Churchill: I believe that France should also have a zone of occupation.

Stalin: Why? They should have nothing. They have no army.

Churchill: France can be very important in defending against any future wars. Without a strong French army, Germany could be sitting on the coast of the English Channel hurling rockets into our country again.

Stalin: Those scoundrels were the ones who opened the door for Hitler in the first place.

Churchill: Nevertheless, they are important in maintaining the peace.

Stalin: I have no objection to them having a zone as long as it is carved out of the British and American zones.

Roosevelt: We have no objection to that.

Stalin: I do object to them sitting on the Allied Council, however.

Roosevelt: Why?

Stalin: I don't think we should encourage the French leader to think that he is a world leader.

Roosevelt: I doubt that he thinks that. The Big Three is an exclusive club. One must have an army of 5 million to participate.

Stalin: If Britian feels that it must have protection from Germany by having a strong France, we have the same feeling about Poland.

Churchill: We are quite willing to set the Polish boundary along the old Curzon line. However, the city of Lvov should be given to Poland.

Stalin: I would like to point out that Curzon said that Lvov should belong to Russia.

Churchill: I think that Premier Stalin should be willing to make a concession. Giving Lvov to the Poles would be a generous gesture that would win respect for the Soviets.

Stalin: I would be driven into shame if I let the Poles have Lvov. Let them get compensation from the West. Let them have part of Germany. Give them Germany up to the Neisse River.

Chruchill: That area contains six million Germans. That would be too much for Poland to absorb.

Stalin: I don't think there are that many people there now. Most of them moved west when our armies swept through the area.

Roosevelt: I think that we can debate this issue forever. In order to move the conference on, we should put the matter off until after the commission meets.

Churchill: We cannot put off the issue of who is to govern the Poles.

Stalin: The government of Poland must be friendly to the Soviets.

Churchill: I don't think the Soviet Union or any other country should pick the Polish government.

Roosevelt: The Polish people should have free elections.

Churchill: We declared war on Germany so that Poland could be free. Everyone knows what a risk we took and how it nearly cost us our life as a nation and empire. For us, it is a matter of honor.

Stalin: For the Russian people, it is not only a matter of honor, but of security. Poland is the pathway which invaders of Russia take. We must have a strong Poland to protect Russia's borders.

Roosevelt: The elections of the Polish government are very important. I would prefer that they be like Caesar's wife – free beyond question.

Stalin: I hear that Caesar's wife had certain shortcomings.

Churchill: I would suggest that representatives of the three great powers supervise the election.

Stalin: I think this would be offensive to the Polish people. They're an independent people.

Roosevelt: I would suggest the following solution. The Lublin group which Premier Stalin supports should be reorganized so that it has a broad democratic basis. This would then become the provisional government. Then, as soon as possible, free elections would be held.

Churchill: I have no objections to that.

Stalin: Nor do I.

First Narrator: Stalin did not honor the committment to free elections. Poland became a Communist country.

Second Narrator: The war with Germany was over. Now Churchill faced opposition at home. At lunch on election day, July 5, 1945, Churchill waited for the results.

Brooke: How does the election look?

Eden: Not well, not well at all. Certainly not what we expected.

Churchill: Some of the Cabinet members have lost. My son Randolph has been defeated. It is a real disappointment.

Eden: Especially since the Conservative Party was predicting we would win 56% of the vote.

Churchill: I don't understand why the Briitish people would show such ingratitude after I lead them through those difficult war years.

Mary Churchill: Maybe the defeat is a blessing in disguise.

Churchill: If it is a blessing, it certainly is disguised. The British public reelected Lloyd George at the end of World War I.

Mary Churchill: But you must remember that his reputation was tarnished during peace-time. He was too old, really, at 82, to be Prime Minister.

Churchill: I don't consider myself that old. I am 71 and I am in excellent health.

Eden: I just took a call from Topping at the Conservative Party office. It looks much worse than we thought. The Labour Party won 393 seats and we won only 197.

Churchill: My God! They have a two-to-one margin.

Brooke: What do you plan to do?

Churchill: I must go to the king and ask him to appoint Atlee to form a new government.

Eden: You could wait for the new Parliament to be seated.

Churchill: But the people have spoken with an overwhelming mandate. It is best to get it over and done with. I wonder what caused the people to change their minds?

Brooke: I think it was because so many of the Conservatives who would have helped organize the vote for us were off in the service.

Mary Churchill: And so many of the Labour people were home because they are in the trades doing work in the war factories.

Eden: I think perhaps the people didn't believe us when we attacked the Labour program.

Churchill: What do you mean?

Eden: We suggested that they were trying to set up some sort of dictatorship with their program. Remember, Winston, you hinted that Atlee would have to have some sort of Gestapo. I don't think people buy that any longer.

Churchill: There is no question that socialism is not what England needs.

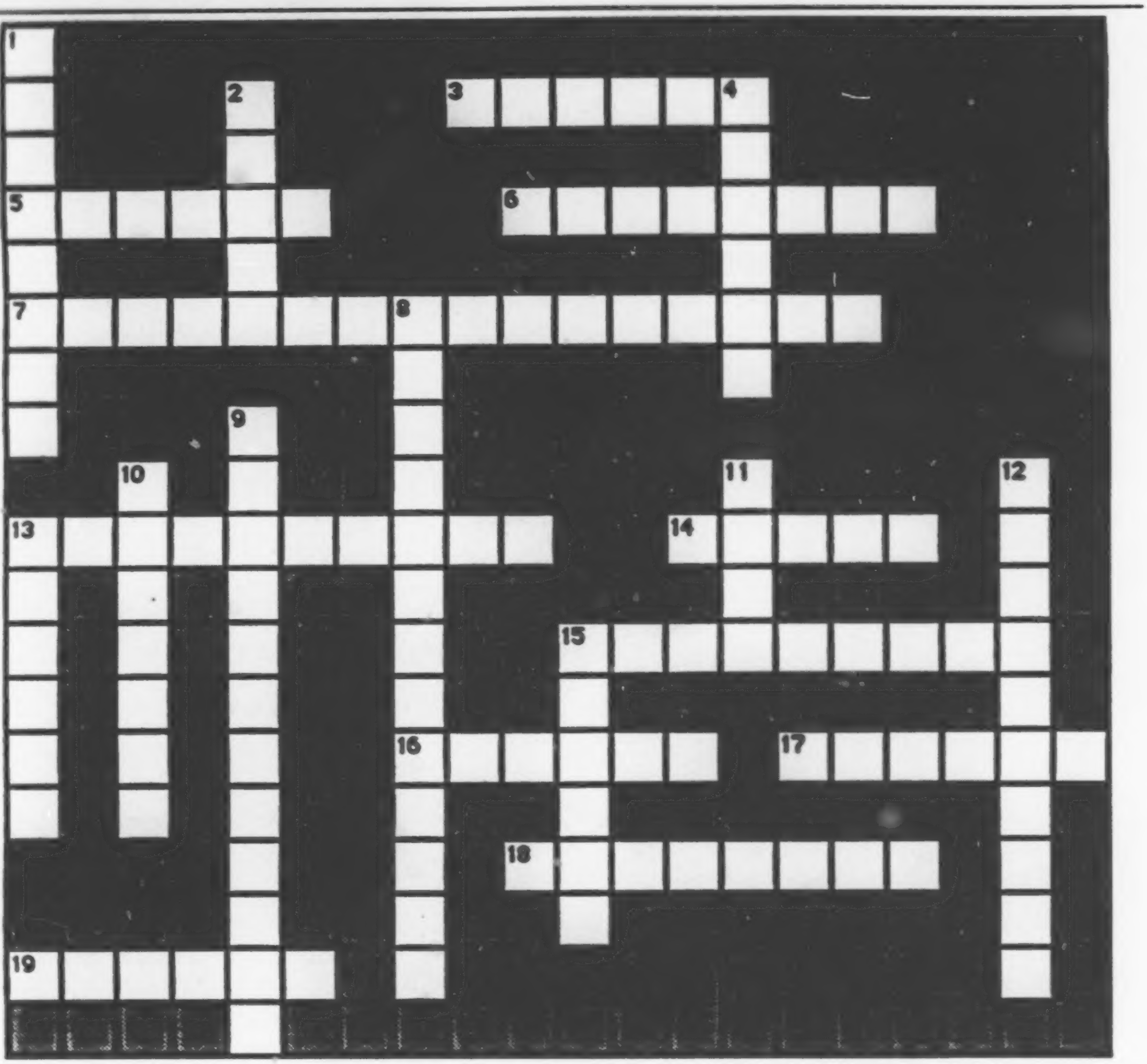
Eden: The people don't see socialism as such a bugaboo as the Conservatives make it out to be.

Mary Churchill: It has been a long seven years, Winston. You could use the rest.

Churchill: In a way, you are right. I haven't had the opportunity to paint or write. Now I'll have the time.

First Narrator: Churchill retired from public office. He still remained a leader in the Free World, warning of the new and growing menace of Soviet power. He returned for a short while as Prime Minister in the 1950's before finally retiring to his painting and writing.

Churchill Crossword



Across

3. Nazi leader.
5. The capital of Great Britain.
6. Forcible entry.
7. Britain's prime minister (2 words).
13. Makes laws in Britain.
14. sudden air attacks.
15. Government control of major industries.
16. An agreement between countries.
17. German tank divisions.
18. Non-military people.
19. United States, Britain, and Russia.

Down

1. Armed conflict among several countries (2 words).
2. A German submarine.
4. A communist ally.
8. A political party that resists change.
9. One of the allies (2 words).
10. An allied power.
11. A German political party.
12. Followed a policy of appeasement.
13. A governing principle or course of action.
15. Russian leader.